

**THE EFFECT OF AUTONOMY, FAMILY ENVIRONMENT, AND
CREATIVITY ON STUDENTS ENTREPRENEURIAL INTENTIONS OF
SMK 17 MAGELANG ACADEMIC YEAR 2018/2019**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial fulfillment of the requirements to
obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



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ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
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To be defended in front of Board of Examiners

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Hereby I declare that this undergraduate thesis by my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, July 15, 2019



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MOTTO

“Have I not given you your orders? Take heart and be strong; have no fear and do not be troubled; for the Lord your God is with you wherever you go”

(Yosua, 1:9)

DEDICATION

I present this work as an expression of my gratitude to:

1. My parents (Mr Buntaran and Mrs Bkti) who have guided, educated and nurtured me all this time tirelessly. Without support, hard work, and prayer, both of them is impossible for me to get to this point. I always pray to the Lord Jesus so that I will be allowed to make them happy later, and with the completion of this thesis can be the beginning of that hope.
2. Beloved alma mater Yogyakarta State University that has allowed me to study until I get the title S.Pd.

**THE EFFECT OF AUTONOMY, FAMILY ENVIRONMENT, AND
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ABSTRACT

This study aims to find out: (1) The Effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019. (2) The Effect of Family Environment on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019. (3) The Effect of Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Vocational School Academic Year 2018/2019.

This research is an ex-post facto study with a quantitative approach. The population of the study was 70 students of class X and XI of SMK 17 Magelang Academic Year 2018/2019. Data collection used in this research is questionnaire or questionnaire method. Classical assumption test used are linearity test and multicollinearity test. The hypothesis test used is multiple linear regression test.

The results of this research are: (1) There is a positive and significant effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019 as evidenced by $t_{\text{count}} = 2.777 > t_{\text{table}} = 1.9966$ and sig. $0.007 < 0.05$. (2) There is a positive and significant effect of Family Environment on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019 as evidenced by $t_{\text{count}} = 3.833 > t_{\text{table}} = 1.9966$ and the value of sig. $0.000 < 0.05$. (3) There is no positive and significant effect of Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019 as evidenced by $t_{\text{count}} = 0.005 < t_{\text{table}} = 1.9966$ and sig. $0.996 > 0.05$.

Keywords: Autonomy, Family Environment, Creativity, Entrepreneurial Intentions

**PENGARUH KEMANDIRIAN, LINGKUNGAN KELUARGA, DAN
KREATIVITAS TERHADAP MINAT BERWIRAUSAHA SISWA
SMK 17 MAGELANG TAHUN AJARAN 2018/2019**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh Kemandirian terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019. (2) Pengaruh Lingkungan Keluarga terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019. (3) Pengaruh Kreativitas terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019.

Penelitian ini adalah merupakan penelitian ex-post facto dengan pendekatan kuantitatif. Populasi penelitian sebanyak 70 siswa kelas X dan XI SMK 17 Magelang Tahun Ajaran 2018/2019. Pengumpulan data menggunakan metode angket atau kuesioner. Uji asumsi klasik menggunakan uji linearitas dan uji multikolinearitas. Uji hipotesis yang digunakan adalah uji regresi linear berganda.

Hasil dari penelitian ini adalah: (1) Terdapat pengaruh positif dan signifikan Kemandirian terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019 dibuktikan dengan $t_{hitung} = 2,777 > t_{tabel} = 1,9966$ dan nilai sig. $0,007 < 0,05$. (2) Terdapat pengaruh positif dan signifikan Lingkungan Keluarga terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019 dibuktikan dengan $t_{hitung} = 3.833 > t_{tabel} = 1,9966$ dan nilai sig. $0,000 < 0,05$. (3) Tidak terdapat pengaruh positif dan signifikan Kreativitas terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019 dibuktikan dengan $t_{hitung} = 0,005 < t_{tabel} = 1,9966$ dan nilai sig. $0,996 > 0,05$.

Kata Kunci: *Kemandirian, Lingkungan Keluarga, Kreativitas, Minat Berwirausaha*

FOREWORD

I would like to say thanks to God the Almighty for all the blesses, mercy and guidance, so that undergraduate thesis entitled “The Effect of Autonomy, Family Environment, and Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019” can be finished.

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Hopefully, the goodness of those mentioned above is recorded and replied to by God Almighty with multiplied goodness. The author realizes that the preparation of this thesis still has many weaknesses. Therefore, constructive criticism and suggestions are needed. The author hopes that this thesis can be useful for all parties.

Yogyakarta, July 15, 2019



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CHAPTER 1

INTRODUCTION

A. Problem Background

Education plays a primary role in the progress of development from the past, present, and in the future. Based on Act No. 20 of 2003 articles 3, national education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become responsible and democratic citizens. The realization of this educational goal is carried out with education at an early age, elementary school, junior high school and senior high school. Vocational High School is one of the levels of secondary education with the specialty of preparing graduates to be ready to work by their respective fields.

Vocational School is an educational institution that aims to prepare students to become skilled workers and prioritize the ability to carry out certain jobs. This is by the specific objectives contained in the 2006 edition of the SMK curriculum (www.pusdiknakes.or.id) which states that SMK aims to:

1. Prepare students to be productive human beings, able to work independently, fill job vacancies in the business world and the industrial world as middle-level workforce by the competencies in the chosen expertise program.
2. Equip students to be able to choose a career, resilient and persistent incompetency, adapt to the work environment, and develop professional attitudes in the field of expertise that they are interested in.

3. Equip students with science, technology and art to be able to establish themselves in the future both independently and through higher levels of education.
4. Equip students with competencies that are by the chosen expertise program.

The aim of implementing vocational education is to create graduates who are ready to enter the workforce in certain fields of expertise. According to the National Education System Law Article 15 of the Ministry of National Education (2003) it is stated that Vocational Education is secondary education that prepares students to work in certain fields. To support this goal, Dual System Education (PSG) was designed, as an embodiment of policy and Link and Match. In the process, this PSG is carried out in institutions (places), namely in schools and in the workforce. This effort is carried out to improve the quality of graduates of Vocational Schools in creating the relevance of education with the demands of labor requirements.

The existence of SMKs in preparing skilled middle-level workforce still needs to be improved. Not all vocational graduates can meet the demands of employment according to their specialization. This is because there is a gap between the skills possessed by SMK graduates and the skills needed in the workforce. This gap resulted in many SMK graduates who are still unemployed. As stated in the Central Statistics Agency (BPS), the number of unemployed people until February 2018 reached 6.87 million. Of that number, most are graduates of Vocational High Schools (SMK). From BPS data quoted on Monday (05/07/2018), in February 2018, the open unemployment rate

(TPT) for vocational secondary education still occupies the highest position, namely Elementary School TPT (SD) of 2.67%, School TPT Middle School (SMP) is 5.18%, High School TPT (SMA) is 7.19% and TPT of Vocational High School (SMK) is 8.92%.

One way to suppress and reduce unemployment is entrepreneurship. According to David McClelland, a country can be declared a developed country, one of the indicators is that at least 2% of the population conducts entrepreneurship. However, for most developed countries the number of entrepreneurs has reached above 14%. Meanwhile, for Indonesia, the number of entrepreneurs is still very small, at 3.1% (Joko Widodo, 2018). According to Saiman (2009: 43), entrepreneurship is an effort in creating business activities based on the willingness and desires of oneself. With entrepreneurship, it can create extensive employment opportunities, not depend on others in getting jobs and can help the government reduce unemployment by opening jobs. Saiman (2009: 43) also added that entrepreneurs are people who have entrepreneurial traits such as taking risks, never giving up and having a strong will to succeed in managing their business based on their abilities and willingness. Also, an entrepreneur has a higher income than being an employee. Entrepreneurship can also help increase domestic income through the tax sector.

Today, the interest in becoming an entrepreneur is still very lacking, especially for SMK graduates. Calculated, in 2017 alone from 1.4 million SMK graduates, only around 2.5% or as many as 40 thousand students were involved

in the business world. According to Bakhrun as the Director of Vocational Education Development of the Ministry of Education and Culture (February 1, 2018), said "Out of 20 students, there are five who become entrepreneurs that are already extraordinary. But it must be improved, so in 2018 we will focus on assisting vocational students. "Whereas, from the results of the Pre-Research questionnaire at SMK 17 Magelang with as many as 20 students showing 35% or 7 students interested in entrepreneurship after graduating later and 65% or as many as 13 students showed no interest in entrepreneurship after graduating later with a choice of 50% or as many as 10 students choose to immediately look for work and 15% or as many as 3 students choose to continue their education to a higher level, namely the University. Interest develops because of involvement in activities that give strong attraction. Benefit is the feeling of being connected with an object outside the individual. Feelings of pleasure can encourage individuals to do something such as giving attention to objects, learn or join with the purpose. Interest is one of the factors that determine one's job choice. According to Mustofa (2014), interest in entrepreneurship is a focus on entrepreneurship because of the feeling of liking and accompanied by the desire to learn, know and prove further towards entrepreneurship. The interest in entrepreneurship according to Bygrave (in Alma, 2013: 9) is influenced by several factors, including (1) Personal factors, concerning aspects of personality; (2) Environmental factors, which affect the physical environment; (3) Sociological factors, which concern relationships with families. Also, according to Nurchotim (in Achmad, 2017), the factors

that influence the interest in entrepreneurship are: (1) Intrinsic Factors; (2) Extrinsic Factors.

Autonomy is a state of being able to stand alone, not dependent on others (Indonesian Language Dictionary). Also, people who have an independent attitude are people who know what they are doing because they are aware of what they are aiming for. This is important for an entrepreneur who must know what he is going to do, and that is the thing he wants to aim at. Vocational students are a transition phase from children to adults; this makes them still dependent on both their parents and their peers.

The family environment is the closest and main environment for individuals (Semiawan, 2010: 1). The family environment consists of Father, Mother, Brother/Sister, and all other closest families. Fathers and mothers or often referred to as parents will influence their future, especially in terms of their job selection. However, in fact, from the results of the Pre-Study questionnaire, there were 13 students who chose no interest in entrepreneurship. 10 students said that their families encouraged them to immediately look for work only after graduating, and 3 students said that their families still wanted them to get more education high again.

Creativity is thinking something new (Suryana, 2003). Entrepreneurial creativity is the ability of an entrepreneur to create new ideas and new ways to solve problems, find opportunities, or create something new so that it is useful and can meet the needs of life for himself and others. With creativity, an entrepreneur can display innovation (Garjito, 2014: 40). From the results of

observations, the products by the students of SMK 17 Magelang on average still mimic the products that already existed before, they often only reproduce or imitate these products.

Based on the description above, the researcher intends to examine how the influence between Autonomy, Family Environment, and Creativity on students Entrepreneurial Intentions. Furthermore, it is stated in the title "**The Effect of Autonomy, Family Environment, and Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019**".

B. Problem Identification

Based on the background of the problem described above, the researcher identified several problems studied, namely:

1. The number of unemployed SMK graduates is quite high, at 8.92%, even though SMK graduates are specially prepared for work.
2. The number of entrepreneurs in Indonesia is still relatively small at 3.1%, even though entrepreneurship can help improve the economy of a country and can reduce unemployment.
3. The low level of vocational school graduates implementing entrepreneurship after graduation is 2.5%.
4. There is still a low of entrepreneurial intentions in SMK 17 Magelang students at 35%.
5. Vocational students who are the transition from childhood to adulthood, which makes them still like to depend on their parents and peers.

6. Quite a few parents direct their children to entrepreneurship.
7. The number of SMK 17 Magelang students who produce a product only mimics the existing products.

C. Problem Limitation

Based on the background and identification of the problems described above, as well as the many factors that influence the interest in entrepreneurship, the researcher limits the problems using only three factors namely Autonomy, Family Environment, and Creativity. These are due to the three factors that make students of SMK 17 Magelang less interested in entrepreneurship. This study also limits the respondents in Accounting Class X and XI Students of SMK 17 Magelang Academic Year 2018/2019.

D. Problem Formulation

Based on the background, problem identification, and limitation of the above problems, the formulation of the problem in this study are:

1. How is the effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019?
2. How is the effect of the Family Environment on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019?
3. How is the effect of Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019?

E. Research Objectives

Based on the formulation of the problem above, the objectives in this study are:

1. Knowing the effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019.
2. Knowing the effect of the Family Environment on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019.
3. Knowing the effect of Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019.

F. Research Benefit

Based on the objectives of the above research, it is expected that this research has the following benefits:

1. Theoretically

Theoretically, the purpose of this research is expected to contribute ideas for education, especially to find out the factors that encourage entrepreneurial intentions so that vocational students can be supported and encouraged to become entrepreneurs, and encourage other prospective researchers to carry out more in-depth research.

2. Practically

a. For schools

Knowing the importance of entrepreneurship for students both by developing an entrepreneurship education curriculum and making entrepreneurial counseling.

b. For the teacher

Teachers need to know the importance of entrepreneurial knowledge both in theory, training, and other entrepreneurial activities for students so they can produce graduates who are not only looking for work (job seekers) but also can create jobs (job makers).

c. For researchers

As a reference in continuing research in the broader field of entrepreneurship.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Entrepreneurial Intentions

a. Definition of Intentions

Intention is a feeling of being more like and feeling interested in something or activity, without anyone telling. Intention is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or the closer the relationship is, the greater the intention (Slameto, 2013: 180). According to the Indonesian Language Dictionary (KBBI), intention is the tendency of a high heart towards something; passion; desire.

According to Daryanto (2009: 53) intention is a fixed tendency to pay attention and remember some activities. Activities that are of interest to a person are constantly being watched with pleasure. Sardiman (2011: 76) says intention can also be interpreted as a condition that occurs when a person sees traits or transient meanings of situations that are associated with their own desires or needs. Therefore, what one sees is certainly going to arouse interest as far as what is seen has a relationship with one's own interests. Whereas, according to Walgito (2004: 51) intention is a situation where an individual pays attention to something and is accompanied by his desire to know and learn and prove further about the situation.

From this definition, it can be concluded that intention is a condition where a person pays attention to something that is caused by a feeling of liking and is interested in that thing or activity.

b. Definition of Entrepreneurship

Entrepreneurship is someone who is free and has the ability to live independently in carrying out business or business activities. He is free to design, determine, manage, and control all his efforts (Garjito, 2014: 13). According to the Indonesian Language Dictionary (KBBI), entrepreneurs are people who are smart or talented to recognize new products, determine new production methods, arrange operations to hold new products, regulate the capital of their operations and market them.

Entrepreneurship is people who have the ability to see and assess business opportunities, gather the resources needed to take advantage and appropriate actions to ensure success (Basrowi, 2016: 4). Meanwhile, according to Buchari Alma (2013: 24) entrepreneurs are people who break down the existing economic system by introducing new goods or services, by creating new forms of organization or processing raw materials. Meanwhile, according to Scarborough and Zimmerer (in Suryana, 2013: 13), entrepreneurship is someone who creates a new business by taking risks and uncertainties in order to achieve profit and growth by identifying significant opportunities and combining the necessary resources. In his theory of the importance of

entrepreneurship, entrepreneurship is the person who runs a business or company with the possibility of profit or loss.

From some of the meanings above, it can be concluded that entrepreneurship is someone who is free and has the willingness and ability to see and assess business opportunities, gather the resources needed so that they can create or introduce new creative or innovative goods or services boldly take risks and uncertainties to achieve profit and growth.

c. Definition of Entrepreneurial Intentions

Entrepreneurial intention according to Santoso (in Kasmir, 2012: 36) is a psychological phenomenon to focus attention and do something about entrepreneurship with a feeling of pleasure because it brings benefits to him. In other words, what is meant of entrepreneurial intentions is the desire, intention and willingness to work hard or be strong-willed to be self-sufficient or try to fulfill their life needs without feeling afraid of the risks that will occur, and always learn from failures experienced. Meanwhile, according to Ambiyar (in Bahara, 2006: 24) states that entrepreneurial intention is a psychological phenomenon that shows the motive power that encourages individuals to focus attention and do something about the object, namely entrepreneurship accompanied by feelings of pleasure.

From the explanation above, it can be concluded that the entrepreneurial intention is a psychological phenomenon that shows the

motive power to focus attention and do something about the object that is in accordance with the desires, interests, and willingness to work hard or willing to try to meet the needs of life without feeling afraid of risk that will be experienced.

d. Entrepreneurial Characteristics

According to Garjito (2014: 18), an entrepreneur has the following characteristics:

1) High achievement motives

Entrepreneurship does things carelessly, even if they can be done by someone else.

2) Future perspective

The direction of the view of an entrepreneur must be oriented towards the future.

3) High creativity

An entrepreneur generally has the power of creation and innovation, things that have not been thought of by others have been thought of by him.

4) The nature of innovation is high

An entrepreneur can translate his dreams into innovations to develop his business.

5) Commitment to work

An entrepreneur must have a strong commitment in his work.

6) Independence or not depending on others

An entrepreneur is good at utilizing his potential without having to be regulated by others.

7) Dare to take risks

Successful entrepreneurship is judged by its desire to start dreaming and dare to take risks in an effort to make it happen.

8) Always looking for opportunities

A true entrepreneur is able to see things in different perspectives or dimensions at one time. The higher the ability to do various tasks at once, the more likely it is to process opportunities into productive resources.

9) Leadership spirit

The soul of leadership as an important factor to be able to influence the performance of others, provides a strong synergy to achieve a goal.

10) Managerial ability

Managerial ability can be seen from technical abilities, personal / personal abilities, and emotional abilities.

11) Have personal skills

Confident, trying to know and control and mobilize mutually beneficial cooperation.

Whereas, according to Zimmerer (in Suryana, 2017: 23), the characteristics of an entrepreneur are:

- 1) A sense of responsibility for the efforts he does;
- 2) Choosing moderate risks, which means always avoiding risks, both low and high risk;
- 3) Confidence in one's own ability to succeed;
- 4) Want immediate feedback;
- 5) Passion and hard work;
- 6) Forward-oriented, which is future-oriented and has a far-reaching perspective and insight;
- 7) Having organizational skills, namely having skills and organizing resources to create added value;
- 8) Appreciating achievement, which is more appreciative of achievement than money.

Based on the entrepreneurial characteristics above, it can be concluded that an entrepreneur must have the following characteristics: having a sense of responsibility; confidence; hard worker; forward-oriented; have achievement motives; have high creativity and innovation; have the nature of independence; dare to take risks; can look for opportunities; and have managerial abilities.

e. Factors Affecting Entrepreneurial Intentions

A person's entrepreneurial intention can arise due to several factors that support /influence him. According to Mudjiarto (2006: 41) there are several things that affect a person in entrepreneurship, including:

1) Internal factors

In internal factors there are two needs or motives that need to be known, namely physical logical: physical logical needs are basic human needs such as clothing, food, shelter, this need is a basic thing someone is entrepreneurial intention after someone meets his physical needs. This is a psychological need, while the psychological needs in question are the need for love, the need to maintain self, and the need to strengthen themselves.

2) External factors

External factors are factors that are controlled through the influence that an entrepreneur has in the form of rewards, while the benefits in question are in the form of salary, working conditions, awards, career paths, and responsibilities.

Another opinion regarding the entrepreneurial intention according to Bygrave (in Buchari, 2013: 11) is as follows:

1) Personal factors, concerning personality aspects:

- a. There is dissatisfaction with one's work;
- b. With the termination of employment, there are no other jobs;
- c. Encouragement due to age;
- d. Courage carries risks;
- e. High commitment / interest in business.

2) Environment factors, concerning relationships with the physical environment:

- a. There is competition in the world of life;
 - b. There are sources that can be utilized such as capital, savings, inheritance, buildings, and strategic locations;
 - c. Take part in business course training or business incubator;
 - d. Government policy, ease of business location, credit facilities and business guidance.
- 3) Sociological factors, concerning relationships with families etc.:
- a. The existence of relationships or relationships for others;
 - b. There is a team that can be invited to work together in business;
 - c. There is encouragement from parents to open a business;
 - d. The existence of family assistance in various facilities;
 - e. Previous business experience.

According to Ruswati (2018: 40), factors that influence entrepreneurial intention can be divided into two, namely:

1) Internal Factors

Includes: Locus of Control (LoC), Risk Taking, Soul Entrepreneurship, emotions, creativity, and innovation.

2) External Factors

Includes: Family environment, educational environment, and community environment.

According to Anies Lestari (2016) said that the emergence of entrepreneurial intention is based on a person's attitude to plunge into

starting a new business. Attitude is something that is learned and how individuals react to situations and determine what individuals look for in life. One of the factors that drives a person to entrepreneurship is an autonomy attitude, because autonomy is one of the characteristics of the quality of human life that has an important role for the success of the life of the nation and individuals. In entrepreneurship a teenager must have autonomy as a form that they have the ability to stand alone which does not depend on parents or other people. In addition, individuals who have strong autonomy will be able to be responsible, adjust to changes in the environment, dare to face problems and risks, and are not easily affected by others.

Meanwhile, according to Nurchotim (in Achmad, 2017), the factors that influence the interest in entrepreneurship are:

1) Intrinsic Factor

Intrinsic factors are factors that arise due to stimulation from within the individual itself. Intrinsic factors as a driver of entrepreneurial intention are partly due to the need for income; motives; pride; feeling of pleasure and attention.

2) Extrinsic Factors

Extrinsic factors are factors that influence individuals because of the influence of external stimulation. Extrinsic factors that influence the interest in entrepreneurship include family

environment, community environment, opportunities and education.

Based on these opinions it can be concluded that interest in entrepreneurship is influenced by many factors both internal and external factors. Internal factors such as: physical logical needs (clothing, food, shelter); personal factors (layoffs, age, and discomfort with work); creativity, autonomy, the need for income; motives; pride; feeling of pleasure and attention. Whereas for external factors of the family environment; friend; neighbors; and so forth. In this study, autonomy and creativity are internal factors that influence of entrepreneurial intention and family environment are external factors that influence of entrepreneurial intention.

f. Indicators of Entrepreneurial Intentions

The entrepreneurial intention can be measured through three indicators (Slameto, 2010: 182), namely:

- 1) Cognition: includes entrepreneurial knowledge of entrepreneurial intention;
- 2) Emotions: include pleasure, interest and attention to entrepreneurial intention;
- 3) Conation: includes desire, effort, and confidence in the entrepreneurial intention.

So, the indicator used to measure the entrepreneurial intention someone are using cognition, emotion, and conation.

2. Autonomy

a. Definition of Autonomy

Today, every individual is required to be autonomy even more that is related to a person's ability to work on his responsibilities and earnestly without the help of others. According to the Indonesian Language Dictionary (KBBI), autonomy is a thing or situation which can stand alone without relying on other people. Sterility is one aspect of personality that is very important for individuals. In living this life, individuals cannot be separated from trials and challenges. Individuals who have high autonomy are relatively able to deal with all problems because independent individuals do not depend on others, always try to deal with and solve problems.

Autonomy also means things or a person's condition that can stand alone without relying on others. The word *mandiri* comes from the basic words of self that get the beginning and end of the *-an* which then form a word of existence or noun (Bahara, 2008). Autonomy comes from the basic words of self, so the discussion of autonomy cannot be separated from the development itself. The self is the core of personality and is the central point that harmonizes, coordinates all aspects of personality (Bahara, 2008).

Hosnan (2014: 185) states that autonomy contains the meaning of a condition in which a person has a competitive desire to advance for the good of oneself, is able to take decisions and initiatives to overcome

problems faced, have self-confidence and carry out his duties, and be responsible. Whereas Uno (2013: 77) defines autonomy as the ability to direct and control themselves in thinking and acting, and not feeling emotionally dependent on others. In essence, independent people are able to work alone, responsibility, confidence, and not depend on others.

Autonomy (personal maturity) is a state of perfection and integrity of both elements (mind and body) in personal unity. In short, independent human beings are perfect adults (J.Drost, 1993: 17). Autonomy is very important for people who are self-employed because without an independent attitude, the person cannot be entrepreneurial. People who are entrepreneurs are generally people who depend on others, an entrepreneur is a person who is able to act in accordance with the abilities that exist in him and always has the principle of never giving up, not afraid to face the risk if he experiences a failure. Independent man is a whole person who is not messy. Therefore, he is a happy person who is aware that he has meaning for others.

From some of the meanings above, it can be concluded that autonomy is the condition or ability of someone who can do something responsibly and without relying on others.

b. Factors Affecting Autonomy

Parker (2005: 87) states the factors that influence a person's Autonomy, namely as follows:

1) Responsibility

Responsibility means having the task of getting things done and being held accountable for the results of their work. Children should grow with experience of responsibility accordingly and continue to increase. For example children are given responsibility in accordance with their age will feel trusted, competent, and valued.

2) Independent

Confidence and independence are two things that strengthen each other. The more children can be independent, the more they will be able to manage independence, then strengthen independence.

At first, children are encouraged to complete their own affairs at home, work on their own needs without continuous direction so that when they go to school they will be able to do it and as a result they can develop faster and feel confident. Parents must provide opportunities and time so that children can have practical tasks, they must understand the methods or ways to solve them and how to deal with unavoidable frustration.

3) Relevant Practical and Common Sense of Experience

Healthy reason develops through practical and relevant experiences. Someone who has independence will understand which of them is able to:

- a. Meet food needs for themselves, more fully know how to cook them;
- b. Make rational decisions about how to spend money according to needs, not wants;
- c. Use public transportation facilities and cross the road;
- d. React quickly and precisely in various situations and conditions.

4) Autonomy

It is the ability to determine one's own direction (self-determination) which means controlling or influencing what happens to him. In its growth, children should use experience in making choices of course with limited and affordable choices that they can solve and not bring them into big trouble.

The attitude of autonomy is related to the excessive control of adults, so the reach of children to decide something concerning themselves becomes very limited. When parents stand too far behind and give up their responsibilities to give proper attention, children can abuse the responsibilities and controls given to them. Therefore, it is necessary to study and observe the development and condition of children so that parents do not over-emphasize or overlook their responsibilities as a process of improving the development of children's independence.

5) Ability to Solve Problems

With adequate support and direction children will be encouraged to find solutions to practical problems and connect with themselves. For example when we are asked by school-age children, what they can do when they are bored, then we can help them with things they want to do or do it alone or with others. Just explain it if they can't, so they can remember so that in the future they can find their own answers and make decisions for themselves.

From this description it can be concluded that the factors that influence independence are responsibility, independence, practical experience and relevant common sense, autonomy, and problem solving skills.

c. Indicators of Autonomy

An indicator of one's autonomy can be seen from the characteristics of autonomy itself. Masrun (2006: 77) states that indicators of independent attitudes are as follows:

- 1) Free, that is indicated by actions taken or of one's own will not because of someone else;
- 2) Progressive and resilient, which is indicated by efforts to pursue achievements, full of perseverance, plan to realize their hopes;
- 3) Initiatives, the ability to think and act original, creative and full of initiative;

- 4) Self-control from within, the feeling of being able to overcome the problem, being able to control its actions, and being able to influence the environment for its efforts;
- 5) Self-ability, including aspects of self-confidence in his own abilities, accepting himself, and obtaining satisfaction from his business.

Whereas, according to Basrowi (2016: 12) autonomy in entrepreneurship is based on the following things: 1) carrying out its business activities on its own behalf; 2) not influenced by people's work; 3) work with full confidence.

Based on the description above, the indicators used are: 1) free, including: action according to one's own will; 2) progressive and resilient, including: efforts to pursue achievement, full of perseverance, realize his hopes; 3) initiatives, including: original thinking and acting; 4) self-control, including: being able to overcome the problem, being able to control its actions, and be able to influence the environment on the business; 5) self-ability, including: trusting, accepting himself, and gaining satisfaction from his business.

3. Family Environment

a. Definition of Family Environment

Environment is the whole phenomenon (event, situation, or condition) physical / natural or social which influences individual

development (Yusuf, 2012: 23). Whereas family is the place where the main activities of an individual's life take place, so that the family becomes the first and foremost institution of human resource development (Soerjono, 2004). According to the Indonesian Language Dictionary (KBBI) the family is mother and father and their children; people in the whole house who are dependent; relatives; very basic kinship unit in society. Family will be the first means of social interaction where a child learns to work together and help each other. Children learn to play a role as social beings who have certain norms and skills in their relationships with others (Yusuf, 2012: 23).

The family environment is a social condition that affects the development of children when children first know the world. According to Conny Semiawan (2010: 1), the family environment is the first and foremost media that influences behavior in child development. The family environment is also an initial factor in getting love, learning, exemplary, and others. The family environment is also the first environment known to a child. The family environment consists of father, mother, child and other family members. Family environment, especially parents play an important role in children's development. In addition, it also gives direction to the future of his child. That is, indirectly parents can also influence their children's interest in choosing a job, including choosing to become an entrepreneur.

Buchari Alma (2013: 8) states that there is influence from parents who work alone, and owning their own business has the tendency of their children to become entrepreneurs as well. This situation often inspires children. Children who have parents of a businessman or live in an entrepreneur's family environment will receive knowledge in the early days so that they form attitudes and perceptions about trust in entrepreneurial skills.

Based on the description above it can be concluded that the family environment is the smallest group of organizations in society and becomes the first and foremost media in the development of a child that can influence the child's mindset and behavior.

b. Indicators of Family Environment

Based on Syamsu Yusuf (2009: 42) the family environment can be measured in three types of indicators as follows:

1) Family Functions.

As the journey of his life is characterized by internal factors (physical, psychological, and morality of family members) and external factors (changes in social culture), then each family experiences a variety of changes. Functional (normal) families, namely families that have been able to carry out their functions. Four principles of the role of the family are as modeling, mentoring, organizing, and teaching. In this case the family function consists of educational functions and socialization

functions. The function of education concerns the role, guidance, and skills related to entrepreneurship that are beneficial to children, while the socialization function concerns the function of the family as a determining factor that greatly influences the quality of future genes including in the work chosen by children who are entrepreneurs.

2) Attitudes and Treat Parents to Children.

There are several patterns of attitude or treatment of parents towards children, each of which has its own influence on the child's personality. The attitude and behavior of parents towards children will basically be a role model for children in living their life processes that will affect their development, including in terms of entrepreneurial intention run by children.

3) Economic Status.

The economic status of the family is a factor that influences adolescent growth and personality. Parents who have low economic status tend to place more emphasis on compliance with authority figures, while upper and middle class economic status tends to emphasize the development of initiatives, curiosity, and creativity of children. This will affect how the process of interest in entrepreneurship will be carried out by the child.

4. Creativity

a. Definition of Creativity

Creativity as a potential for development is inseparable from the inherent psychological aspects associated with mindset, attitude, and mentality. According to the Indonesian Language Dictionary (KBBI), Creativity comes from the word creative, which has the ability to create something (Depdikbud, 2005: 330). Sukmadinata (2005: 104) states that creativity is an ability possessed by someone to find and create new things, new ways, new models that are useful for themselves and society. The new thing does not need anything at all the elements may have existed before, but individuals find new combinations, new relationships, new constructs that have different qualities than before.

Creativity is a characteristic that is owned by individuals that marks the ability to create something completely new or a combination of works that already existed before becoming a new work done through interaction with the environment to deal with problems and find alternative solutions through ways - a comprehensive way of thinking.

Mc. Pherson (in Hubeis, 2005: 11) states that creativity is connecting and rearranging knowledge in the human mind that allows itself to think more freely in generating new things or producing ideas that surprise others in producing useful things. Another definition is that

creativity is a unification of knowledge from various fields of different experiences to produce new ideas that are better (West, 2000: 14).

Evans (1994) states that creativity is a skill to determine new relationships, see subjects from new perspectives and form new combinations of two or more concepts that have been printed in mind and are also a new generator of ideas. Stoner (1996: 116) defines creativity as generating new ideas, and innovating as translators of new ideas into companies, products, services, processes, or new methods of producing.

From the above understanding it can be concluded that creativity is a set of ideas in the form of knowledge and experience that are in the human mind which is then combined into something creative in nature that is useful both to himself and to other people or organizations in uncertain situations or conditions.

b. Factors of Creativity Barriers

Oech (in Suryana, 2010: 200) states 10 key mental creativity or creativity barriers, which include:

1) Searching for the one “right” answer

Trying to find an assumption is only one correct answer or one correct solution in solving a problem. He is not used to a number of different answers or views.

2) Focusing on “being logical”

Focusing on logical thinking is not free to use no logical thinking, especially in imagining creative thinking, whereas in creating (intuition from Von Oech) we can think freely about things that are different and free to use no logical thinking especially in the phase of creative thinking (to something different and freely use no logical thinking, especially in the imaginative phase of the creative process).

3) Blindly following the rules.

Take refuge in rules that apply (rigid). Creativity really depends on the ability to always be rigid in the rules, so that you can see new ways of doing things.

4) Constantly being practical

Bound to mere practical life that limits creative ideas.

5) Viewing play as frivolous

Looking at playing as something that is not known. In fact, children can learn from playing, which is by creating new ways of looking at something old and learning about what can be done and what not to do (create new ways of looking at old thing and learn what works and what doesn't).

6) Becoming early specialized

Too specialization that limits the ability to see other problems. The people who think creatively tend to be explorative and always look for ideas outside the field of specialization.

7) Avoiding ambiguity

Avoiding repetition is an obstacle to creative thinking. Even though ambiguity can be a force that drives creativity, and encourages thinking something different (to think something different). Therefore, avoiding neutrality is a barrier to creative thinking.

8) Fearing looking foolish

Creative thinking is not the place for people to compromise (think compromise). New ideas rarely appear in a compromising environment. People who tend to compromise are not happy to see foolish people. Fear of being desperate is an obstacle to creative thinking.

9) Fearing mistakes and failure

Creative people realize that trying something new must bring failure. However, they see failure as not the last thing, but an experience of learning how to succeed. Learning from failure is the most important part of the process of creative thinking. The key is failure to succeed. Therefore, fear of failure is an obstacle to creative thinking.

10) Believing that “I’m not creative”

Everyone has the potential to be creative. Fear of the inability to do creative is a barrier to creative thinking.

c. Indicators of Creativity

Creativity can be measured by looking at the characteristics of one's creative thinking. According to Basrowi (2016: 39), creativity can be measured from the notion of creativity itself which consists of:

1) Creating

Creating is the process of making something from nothing to exist.

2) Modifying

In modifying something people look for ways to form functions or make things different by others.

3) Combine

Combine two or more things that were not previously interconnected.

Uno and Mohammad (2015: 252) stated the creativity indicators as follows:

1) Having great curiosity

Usually creative people are always curious, have a broad interest and love passion and creative activities.

2) Frequently asking weighty questions

Creative people always ask and the questions asked are always weighty and constructive.

3) Give lots of ideas and suggestions for a problem

Creative people are able to provide ideas and suggestions for a problem that needs to be resolved. This means that the person has high creativity in solving problems.

4) Able to express opinions spontaneously and not shyly

People who are creative when expressing opinions directly and not ashamed.

5) Have or appreciate beauty

Creative people who have an interest in art and beauty are also stronger than average. Although not all creative people become artists, but they have considerable interest in the state of nature, art, caste, music, and theater.

6) Have your own opinions and can express them, not easily influenced by others

In this case someone has a creative expression.

7) Having a high sense of humor

Creative people usually have a high sense of humor, can see problems from various angles and have the ability to play with imagined ideas, concepts or possibilities.

8) Having a strong imagination

Creative people are more interested in complicated things.

9) Able to submit thoughts, problem solving ideas that are different from others

Creative people have original innovative plans that have been carefully thought through, taking into account the problems that might arise and their implications.

10) Can work alone

Creative people are usually quite independent and have self-confidence. So, he always does his own work.

11) Nice to try new things

Dare to take risks (but still with calculations) from people in general. This means that they can do something that is very meaningful, important and likeable, they ignore the criticism that is dropped or ridicule by others.

12) Able to develop or specify an idea (elaboration ability)

Can develop a new idea in order to develop in a better and clearer direction.

Whereas according to Suryana (2017: 73) indicators of creativity can be seen from the characteristics of creative people as follows:

1) Challenging the existing conditions

Not feeling satisfied with the existing circumstances / achievements that have been achieved, always making changes, improvements, and development.

2) Always curious

Exploit the environment and invest new possibilities.

3) Having high self-motivation

Respond to needs from within, always be proactive and appreciate every effort.

4) Having a vision for the future

Have a high imagination and have a far ahead view.

5) Comforter (pleasing others)

Bringing up crazy ideas, seeing something that is impossible becomes possible, dreaming and imagining something big.

6) Dare to take risks

Dare to try and bear failure.

7) Like traveling around

Always change the environment and travel to get fresh inspiration.

8) People who like humor

Have an interest in amazing things.

Based on the description described, it can be concluded that there are many indicators of creativity. Indicators used to measure student

creativity, namely: 1) Creating, namely: making things from nothing to exist; 2) Modifying something, namely: looking for ways to form new functions or make things different; 3) combining, namely: combining two or more things.

B. Relevant Research

1. Riska Amelia Kamil, Yogyakarta State University (2018) entitled *“Pengaruh Efikasi Diri, Kemandirian, dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI Akuntansi SMK YPPK 2 Sleman Yogyakarta Tahun Ajaran 2017/2019”*. The results showed that:
1) There was a positive and significant effect of Self-Efficacy on Entrepreneurial Intention in Class XI Accounting Students of YPKK 2 Sleman Vocational School 2017/2018 Year with a correlation coefficient of (r_{x_1y}) of 0.712, determination coefficient of ($r^2_{x_1y}$) of 0.06 and equation regression $Y = 0,614X_1 + 17,828$; 2) There is a positive and significant influence of Autonomy on Entrepreneurial Intention in Accounting Class XI Students of YPKK 2 Sleman Vocational School 2017/2018 Year with a correlation coefficient of (r_{x_2y}) of 0.479, determination coefficient of ($r^2_{x_2y}$) of 0.229 and regression equation $Y = 0,670X_2 + 28,203$; 3) There is a positive and significant influence of the Family Environment on Entrepreneurial Intention in Grade XI Students of YPKK 2 Sleman 2017/2018 Academic Year with a correlation coefficient (r_{x_3y}) of 0.319, determination coefficient of ($r^2_{x_3y}$) of 0.102 and regression equation $Y = 0,279X_3 + 45,148$; 4) There is a positive and significant

effect of Self-Efficacy, Autonomy, and Family Environment together on Entrepreneurial Intention in Class XI Students of YPKK 2 Sleman 2017/2018 Academic Year with a correlation coefficient ($r_{x(1,2,3)}$) of 0,716, the price of the coefficient of determination ($r^2_{y(1,2,3)}$) of 0,513 and the regression equation $Y = 0,559X_1 + 0,084X_2 + 0,064X_3 + 15,199$. The difference in the research of Riska Amelia Kamil, UNY (2018) with the research that will be conducted by the researcher is the independent variable of Self-Efficacy belonging to Riska Amelia Kamil different from the independent variable that will be examined by the researcher namely Creativity.

2. Marriva Karnia Putri, Sanata Dharma University (2018) entitled "*Pengaruh Faktor Kepribadian dan Lingkungan Keluarga Terhadap Minat Berwirausaha*". The results showed that: 1) There was a positive and significant influence of Personality Factors on Entrepreneurial Intention with the results of t-test analysis, it is known that the P.Sig value of the personality factor variable was $0,000 < 0,05$; 2) There is a positive and significant influence of the Family Environment on Entrepreneurial Intention with the results of the t test analysis, it is known that the P.Sig value of the family environment variable is $0,000 < 0,05$; 3) There is a positive and significant influence of Personality Factors and Family Environment together on Entrepreneurial Intention with the results of adjusted R Square determination of 37,9%. The difference in the research of Marriva Karnia Putri, Sadhar (2018) with the research that will be

examined by researchers is that the independent variable that will be examined by researchers is independence and creativity are not personality factors.

3. Wendita Lastrina, Sanata Dharma University (2018) entitled “*Analisis Pengaruh Motivasi Berprestasi, Kepemimpinan, dan Kreativitas Terhadap Minat Berwirausaha Mahasiswa*”. The results of the study show that: 1) There is no positive and significant effect of Achievement Motivation on Student Entrepreneurial Intention with the results of the $t_{\text{count}} \leq t_{\text{table}}$ ($0,315 < 1,984$); 2) There is a positive and significant influence of Leadership on Student Entrepreneurial Intention with the results of the $t_{\text{count}} > t_{\text{table}}$ ($3,663 > 1,984$); 3) There is no positive and significant effect of Creativity on Student Entrepreneurial Intention with the results of the $t_{\text{count}} \leq t_{\text{table}}$ ($0,945 < 1,984$); 4) There is a positive and significant influence of Achievement Motivation, Leadership, Creativity together on Entrepreneurial Intention in FE Students with the results of the $F_{\text{count}} > F_{\text{table}}$ ($17,250 > 3,9402$). The research difference of Wendita Lastrina, Sadhar (2018) with the research that will be conducted by the researcher is on independent variables and family environment not achievement motivation and leadership and the subject of the research conducted by researchers is vocational students while Wendita research is a student of the Faculty of Economics, Sanata Dharma University .
4. Estu Mahanani, Universita Persada Indonesia Y.A.I (2018) entitled (Journal) “*Faktor-Faktor yang Mempengaruhi Minat Berwirausaha*

Mahasiswa Fakultas Ekonomi Universitas Persada Indonesia Y.A.P. The results showed that: 1) There was a positive and significant effect of Motivation on Entrepreneurial Intention with the results of the $t_{count} > t_{table}$ ($3,004 > 2,013$); 2) There is a positive and significant effect of Creativity on Entrepreneurial Intention with the results of $t_{count} > t_{table}$ ($3,157 > 2,013$); 3) There is a positive and significant influence of Innovation on Entrepreneurial Intention with the results of the $t_{count} > t_{table}$ ($4,079 > 2,013$); 4) There is a positive and significant influence of Motivation, Creativity, Innovation together on Entrepreneurial Intention of Student FE with the results of the $F_{count} > F_{table}$ ($41,861 > 2,807$). The difference between Estu Mahanani's researches, UPI YAI (2018) with the research that will be conducted by researchers is on the independent variables of independence and family environment not motivation and innovation, and the subjects of the research conducted by researchers are vocational students while Estu's research is the Economics Faculty of Persada Indonesia. YAI

5. Yusuf Yuniarahman, Yogyakarta State University (2011) entitled "*Kontribusi Kemandirian dan Kreativitas Siswa Terhadap Minat Berwirausaha Siswa Kelas XI SMK N 3 Pacitan Tahun Ajaran 2010/2011*". The results showed that: 1) there was a positive and significant contribution between the Autonomy of students with an Entrepreneurial Intention for students Class XI of SMK N 3 Pacitan Academic Year 2010/2011 which was indicated by r_{xy} 0,649 and effective

contributions 25,5%. So that it can be concluded that the student's Autonomy is high, the higher the Entrepreneurial Intention; 2) There is a positive and significant contribution between the Creativity of students with an Entrepreneurial Intention for students Class XI of SMK N 3 Pacitan Academic Year 2010/2011, which is indicated by r_{xy} 0,389 and an effective contribution of 12,3%. So it can be concluded that the higher the Creativity of students, the higher the Entrepreneurial Intention; 3) There is a positive and significant contribution between students Autonomy and Creativity together with Entrepreneurial Intention for students Class XI of SMK N 3 Pacitan Academic Year 2010/2011, which is shown from F_{count} 51,434 and has an effective contribution of 45,9%.

C. Research Framework

1. The Effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019

One of the characteristics of an entrepreneur is having an independent attitude which means not relying on other people. By having this independent attitude will help students in growing entrepreneurial intention. Without the independent attitude of the vocational students, the students cannot develop an entrepreneurial intention, because people who are entrepreneurs are generally people who do not depend on other people, are not affected by the environment, and are free to manage their own needs. So, based on the explanation it can be concluded, that autonomy will have a positive effect on Entrepreneurial Intention.

2. The Effect of Family Environment on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019

The family environment is the first environment known to children. The child's first education process began with his family environment. Moreover, in the process of character building and career selection that will be undertaken by a child, parents usually take a role in determining the child's future. Indirectly parents (family environment) can influence children in determining the work to be taken and lived in the future. The family environment that is entrepreneurial will provide motivation for children to take part in taking the same work steps. Parents will guide there to support children to become entrepreneurs. So, based on the explanation it can be concluded, that the Family Environment will have a positive effect on Entrepreneurial Intention.

3. The Effect of Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019

An entrepreneur must be creative, which means he is able to create, modify, and build something to be able to become a new product that has more economic value. With creativity, students are able to produce fresh ideas and be open to new ideas. Creativity creates a big thing in someone's life and can even influence someone's entrepreneurial intention. Someone who has an entrepreneurial intention must be able to think and act strategically, adaptive to change in trying to find opportunities. So, based

on the explanation it can be concluded, that Creativity has a positive effect on Entrepreneurial Intention.

D. Research Paradigm

In this study using of Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 as the dependent variable (Y) and Autonomy (X_1), Family Environment (X_2), and Creativity (X_3) as independent variables. The research paradigm can be seen in Figure 1 as follows:

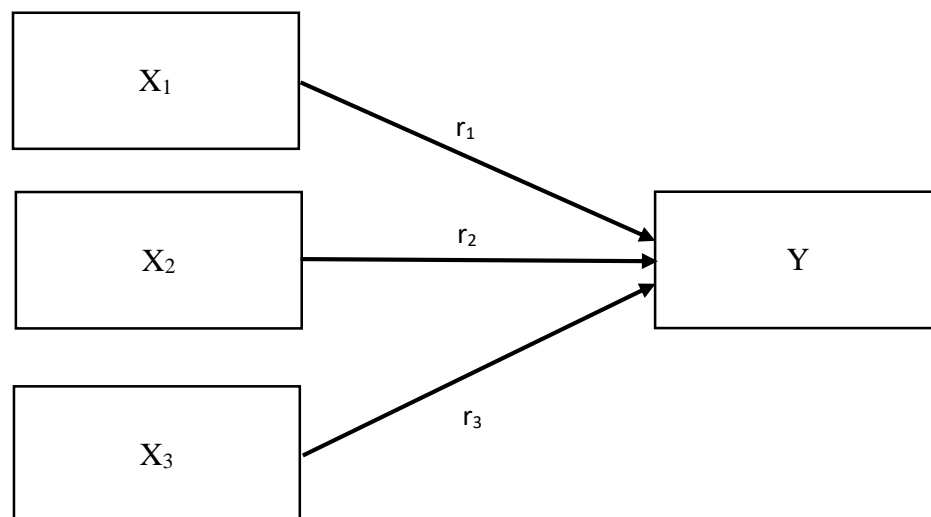


Figure 1. Research Paradigm

Description:

Y : Students Entrepreneurial Intention of SMK 17 Magelang

X_1 : Autonomy

X_2 : Family Environment

X_3 : Creativity

r₁: The Effect of Autuonomy on Students' Entrepreneurial Intention of
SMK 17 Magelang

r₂: The Effect of the Family Environment on Students Entrepreneurial
Intention of SMK 17 Magelang

r₃: The Effect of Creativity on Students Entrepreneurial Intention of SMK
17 Magelang

E. Research Hypothesis

Based on theoretical studies, relevant research, and the above framework, it can be drawn several hypotheses. The research hypothesis is a temporary answer to the formulation of the problems raised in the study. The hypotheses in this study are as follows:

H₁: There is a positive and significant effect of Autonomy on Students
Entrepreneurial Intention SMK 17 Magelang Academic Year 2018/2019

H₂: There is a positive and significant effect of the Family Environment on
Students Entrepreneurial Intention of SMK 17 Magelang Academic Year
2018/2019

H₃: There is a positive and significant effect of Creativity on Studnets
Entrepreneurial Intention of SMK 17 Magelang Academic Year
2018/2019

CHAPTER III RESEARCH METHOD

A. Research Design

Based on the level of expansion, this research is an Ex-Post Facto study.

Ex-Post Facto research is a study in which independent variables have occurred when researchers began by observing the dependent variable in a study (Sukardi, 2013: 165). In this study the attachment between independent variables and the dependent variable has taken place naturally and researchers with this setting want to trace back if possible what is the contributing factor.

This study uses a quantitative approach because the data in this study are centered on numbers and data management using descriptive statistical analysis to arrive at the conclusions of the research results. According to Suharsimi (2013: 121), quantitative research is a lot of research that is demanded to use numbers, starting from data collection, interpretation of the data, and appearance of the results. This study aims to find the influence of the independent variables namely Autonomy, Family Environment, and Creativity on the dependent variable, namely Entrepreneurial Intention.

B. Place and Time of Research

This research was conducted at SMK 17 Magelang, having its address at Jalan Elo Jetis, No 17 A, Magelang Utara, Magelang. This research will be carried out on students of Accounting Class X and XI grades at SMK 17 Magelang and will be held in April-May 2019.

C. Research Variables

There are two variables in this study:

1. Dependent Variable, which are variables that become a result depending on the variables preceded. In this study the dependent variable is the Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 Academic Year stated in Y.
2. Independent Variables, namely variables that precede or influence the dependent variable, include:
 - a. Autonomy, stated in X1;
 - b. Family Environment, stated in X2;
 - c. Creativity, stated in X3.

D. Population of Research

Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn (Sugiyono, 2015). The population in this study were all students of Accounting class X and XI of SMK 17 Magelang Academic Year 2018/2019 which consisted of 4 classes and totaled 76 students.

Table 1. Data on Student Population Number

No.	Class	Amount
1.	X Ak 1	18
2.	X Ak 2	18
3.	XI Ak 1	19
4.	XI Ak 2	21
Total		76

Source: Secondary Data

Suharsimi Arikunto (2013: 160) states "... then, if the number of subjects is less than 100, it is better to take everything so that the research is a population study. But, if the subject is bigger, it can be taken 10% -15% or 20% -25%. In accordance with the statement, this study uses population research because the number of respondents is less than 100.

Based on the questionnaire that has been distributed to all students of class X and XI Accounting of SMK 17 Magelang Academic Year 2018/2019 which amounted to 76 students, the questionnaires that were successfully returned 92% or 70 questionnaires. From 92% of the questionnaires that were returned, if the total can reflect the population and the results are valid, then the researcher does not need to take the data again to provide 100% of the population. According to Armstrong and Overton (1997) in the journal of marketing research which states there are three ways to protect themselves from pseudo non-response. First, it must reduce non-response. According to them, non-response can be overcome by maintaining 30% of non-response. Secondly, you must submit the non-response. Third, estimating the effects of non-response to conclusions that will be made based on the responses that actually enter. Based on these opinions, the researcher used the number of population amounting to the number of questionnaires returned which was equal to 70, because the number could represent the population and the results were valid.

Table 2. Data on the Number of Research Subjects

No.	Class	Amount
1.	X Ak 1	16
2.	X Ak 2	15
3.	XI Ak 1	19
4.	XI Ak 2	20
Total		70

Source: Secondary Data

E. Operational Definition of Research Variables

1. Entrepreneurial Intentions (Y)

The entrepreneurial intention is focusing on entrepreneurship because of the feeling of liking and the desire to learn, know and prove further towards entrepreneurship. This entrepreneurial intention arises and develops because of the urge in self to become a more financially well-established human being, followed by an attitude of autonomy and creativity that is owned and encouraged by a family environment that also supports becoming an entrepreneur. Indicator of Entrepreneurial Intention consists of: cognition, emotion, and conation. Interest in Entrepreneurship was measured using a questionnaire stated on a Likert scale five alternative answer choices.

2. Autonomy (X_1)

Autonomy is a state of being able to stand alone not dependent on others. In addition, people who have an independent attitude are people who know what they are doing because they are aware of what they are aiming for. Autonomy is one aspect of personality that is very important for individuals. Individuals who have high autonomy are relatively able to

deal with all problems because independent individuals are not dependent on others, always trying to deal with and solve existing problems. Indicators of Autonomy consist of: free, progressive and resilient, initiative, self-control, and self-ability. Autonomy is measured by using a questionnaire stated with a Likert scale with five alternative answer choices.

3. Family Environment (X_2)

The family environment is the closest and main environment for individuals. The family environment consists of Father, Mother, Brother, and all other closest families. Fathers and mothers or often referred to as parents will influence their future especially in terms of their job selection. Family Environment Indicators consist of: family functioning, attitudes and treatment of parents towards children, and economic status. Family Environment can be measured using a questionnaire stated on a Likert scale five alternative answer choices.

4. Creativity (X_3)

Creativity is the ability that someone has to find and create new things, new ways, new models that are useful for themselves and society. The new thing does not need anything at all the elements may have existed before, but individuals find new combinations, new relationships, new constructs that have qualities that are different from the previous conditions. Indicators Creativity consists of: creating, modifying, and

combining. Creativity can be measured using a questionnaire stated on a Likert scale five alternative answer choices.

F. Data Collecting Technique

Data collection techniques (Triyono, 2013) are ways used by researchers to collect data in the form of: 1) observation techniques; 2) interview techniques; 3) test techniques; and 4) questionnaire techniques. Data collection techniques in this study were using questionnaire methods. Whereas, according to Sugiyono (2015: 199) the questionnaire is a technique of data collection carried out by giving a set of questions or written statements to the respondent to answer. The researcher used a closed questionnaire instrument, namely the questionnaire, the question was accompanied by a choice of answers determined by the researcher. Data obtained through questionnaires are primary data because they are obtained directly.

G. Research Instruments

An instrument is a tool used to collect data. In this study using a closed questionnaire as the main instrument to measure the variables to be measured. This study uses a scale, alternative answers are in table 3 as follows:

Table 3. Likert Scale

Indicators	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (DA)	2	4
Strongly Disagree (SDA)	1	5
Indicators	Positive	Negative
Always (A)	5	1
Frequent (F)	4	2
Sometimes (S)	3	3
Rarely (R)	2	4
Never (N)	1	5

Where the answers to each instrument item have gradations from very positive to very negative. Completing this questionnaire by means of each respondent must choose one of the 5 alternative answers available from each item. There are no right or wrong answers, each answer has a different score. Through the interval scale the variables to be measured are translated into indicators. Indicators for each variable are presented in the instrument grid table. The instrument grid table is as follows:

Table 4. Instrument Grid

Variables	Indicators	Statement Number
Entrepreneurial Intentions (Y)	Cognition	1,4*,5,26,28*
	Emotion	2*,8,19,27
	Conation	20*,31*,45
Autonomy (X ₁)	Free	7*,37,49
	Progressive and resilient	13*,34,42
	Initiative	9*,15,40*
	Self-control	17,18,30*,47
	Self-ability	11,16,44*
Family Environment (X ₂)	Family functioning	3,22*,35,43
	Attitudes and treatment of parents towards children	6,29,38*
	Economic status	10*,23,39,48*
Creativity (X ₃)	Create	12,24*,33,41
	Modify	14,32,46*,50
	Combine	21*,25,36
Total		50

Description: * negative statement.

H. Instruments Trial

Before the instrument is used for research, the instrument must be tested first. It aims to obtain information about the validity and reliability of the instrument. Instrument testing was carried out at schools that had the same characteristics, both from treatment and the condition of the school environment. Testing of the instrument was carried out on the tenth grade students of SMK Bhakti Karya Magelang with a total of 30 students.

1. Validity Test

This validity test uses the product moment correlation formula from Karl Pearson, namely:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Description:

R_{xy} : coefficient of influence

N : number of subjects

$\sum XY$: number of multiplications of item scores and total scores

$\sum X$: number of item scores

$\sum Y$: number of total scores

$\sum X^2$: number of squares of item scores

$\sum Y^2$: number of squares of total score

(Arikunto, 2013: 213)

Then the r_{count} price is consulted with r_{table} with a significance level of 5%. If r_{count} is greater or equal to r_{table} , the item is declared valid, and if the r_{count} is smaller than r_{table} then the item is invalid.

Based on the data analysis, it can be seen that trials have been carried out for 30 class X students of SMK Bhakti Karya Magelang in Academic Year 2018/2019, the results of validity test of 12 instrument statements of Entrepreneurial Intention variables were found there were 3 invalid or fall statements, for Autonomy variables consisting of 16 statements there are 4 invalid or fall statements, for the Family Environment variable consisting of 11 statements there are 4 invalid or fall statements, and for the Creativity

variable consisting of 11 statements there are 4 invalid or fall statements with details as follows:

Table 5. Validity Test Results

Variables	Indicators	Statement Number	Fall Grain Number
Entrepreneurial Intentions (Y)	Cognition	1,4*,5,26,28*	26,28*
	Emotion	2*,8,19,27	
	Conation	20*,31*,45	20*
Autonomy (X ₁)	Free	7*,37,49	7*
	Progressive and resilient	13*,34,42	34
	Initiative	9*,15,40*	
	Self-control	17,18,30*,47	47
	Self-ability	11,16,44*	44*
Family Environment (X ₂)	Family functioning	3,22*,35,43	3,22*
	Attitudes and treatment of parents towards children	6,29,38*	
	Economic status	10*,23,39,48*	10*,39
Creativity (X ₃)	Create	12,24*,33,41	24*
	Modify	14,32,46*,50	14,46*
	Combine	21*,25,36	36
Total		50	15

Description: * negative statement.

2. Reliability Test

Instrument reliability is a requirement for testing regarding data consistency and stability. The reliability test for the questionnaire in this study used the Alpha formula. This formula is used because the questionnaire used in this study does not have an answer that is incorrect or zero.

Alpha formula, namely:

$$r_n = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum a_b^2}{a_t^2} \right)$$

Description:

r_n : instrument reliability

k : number of items statement

$\sum \sigma b^2$: number of item variances

σt^2 : total variance

(Arikunto, 2013: 239)

In this study to interpret the results of the instrument test using the guidelines from Sugiyono (2015: 184), as follows:

Table 6. Interpretation of Reliability of Research Instruments

Coefficient Interval	Relationship Level
0,000 – 0,199	Very unreliable
0,200 – 0,399	Not reliable
0,400 – 0,599	Medium
0,600 – 0,799	Reliable
0,800 – 1,000	Very reliable

Instruments are said to be reliable if the alpha coefficient is more than or equal to 0.600. Conversely, if the reliability is less than 0.600 then the instrument is not reliable.

Table 7. Instrument Reliability Test Results

Variables	Cronbach's Alpha coefficient	Description of Reliability Level
Entrepreneurial Intentions	0,750	Reliable
Autonomy	0,729	Reliable
Family Environment	0,719	Reliable
Creativity	0,725	Reliable

I. Data Analysis Technique

1. Data Description

The description of the data includes the presentation of the mean, median, mode, standard deviation, frequency distribution table, graph, and table of tendency categories for each variable.

a. Mean, Median, Mode, and Standard Deviation

The mean is the calculated average of a data or a typical value that can represent a data set. Median is a middle value of data if the values of the data are arranged according to the size of the data. The mode is the data that appears most often or the data value with the largest frequency. Standard Deviation is a measure of data distribution because it has a unit of data and its middle value.

b. Frequency Distribution Table

1) Determine the number of interval classes

To determine the length of the interval, use the Sturges Rule formula, namely:

$$k = 1 + 3,3 \log n$$

Description:

k : number of data classes

n : number of observation data

log : logarithm

(Sugiyono, 2012: 35)

- 2) Calculate class ranges

$$\text{Class range} = (\text{maximum score} - \text{minimum score}) + 1$$

- 3) Determine class length

$$\text{Panjang Kelas} = \frac{\text{rentang kelas}}{\text{jumlah kelas interval}}$$

- 4) Histogram

Histograms are made based on frequency data that has been displayed in the frequency distribution table.

- 5) Table of variable tendency

The next description is to determine the categorization of scores, which are obtained by each variable. The reference for categorizing the score becomes a four-scale scale modified from Djemari Mardapi (2008: 123) which can be seen in the following table:

Table 8. Reference to Variable Score Categorization

No	Formula	Categories
1.	$X \geq (Mi + 1,5 SDi)$	Very high
2.	$Mi \geq X < (Mi + 1,5 Sdi)$	High
3.	$(Mi - 1,5 Sdi) \leq X < Mi$	Low
4.	$X < Mi - 1,5 Sdi$	Very Low

Description:

Mi = Average overall score of students in one class = $\frac{1}{2} (X \text{ max} + X \text{ min})$

SDi = Standard deviation overall score = $\frac{1}{6} (X \text{ max} - X \text{ min})$

6) Pie Chart

Pie charts based on trend data that have been displayed in the variable tendency table.

2. Classic Assumption Test

In this study there are several analyzes that must be fulfilled before testing the hypothesis, to meet these requirements linearity test and multicollinearity test are needed.

a. Linearity Test

Linearity test to determine whether the relationship of each independent variable that is made as a predictor has a linear relationship or not to the dependent variable. The formulas used in the linearity test in this study are:

$$F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

Description:

F_{reg} : Price of number F for the regression line

RK_{reg} : average Square of the regression line

CTR : average Square of residual

(Hadi, 2004: 13)

The relationship between independent variables on the dependent variable is said to be linear if F count is equal to or smaller than F_{table}. Conversely, if F_{count} is greater than F_{table} it is said to be not linear at the 5% significance level.

b. Multicollinearity Test

Multicollinearity test was carried out as a condition for the use of multiple regression analysis in this study. Multicollinearity test is done by investigating the magnitude of the relationship between free variables. To test multicollinearity using the value of Tolerance and VIF (Variance Inflation Factor). A low Tolerance value is the same as a high VIF value. VIF values can be done using the formula explained by Imam Ghozali (2011: 106)

$$VIF = \frac{1}{Tolerance}$$

The cut off value used to indicate the presence of multicollinearity is the Tolerance value $\leq 0,10$ or equal to the VIF value ≥ 10 .

3. Model Accuracy Test

a. Coefficient of Determination (R^2)

The coefficient of determination test is used to measure how much the variation of the independent variable in the multiple linear regression model in explaining the variation of the dependent variable (Priyanto, 2008). The determination coefficient is zero and one. The coefficient of determination (R^2) is a comparison between the Y variations explained by X_1 , X_2 , and X_3 together compared to the total variation Y. If other than X_1 , X_2 , and X_3 all variables outside the model contained in e are entered into the model, then the value of R^2 will be 1, which means that all Y variations can be explained by the explanatory variables included in the model.

b. Significant Stimulant Test (F Test)

The F statistical test basically shows whether all the independent variables included in the model have a joint effect on the dependent variable (Kuncoro, 2003). If the calculated F value is greater than F table, it can be said that all independent variables together influence the dependent variable (Ghozali, 2011). In this study the F Statistical Test was used to determine the effect of X_1 , X_2 , and X_3 stimulant on the dependent variable, Y. The criteria for making hypotheses are as follows:

Ho: $b_1 = b_2 = \dots = b_k = 0$, meaning that all independent variables are not significant explanations of the dependent variable.

Ha: $b_1 \neq b_2 \neq \dots \neq b_k \neq 0$, meaning that all independent variables simultaneously are significant explanations of the independent variable.

According to Ghozali (2011), the basis of significant decision making is to use probability probability numbers, namely:

- 1) If the probability of significance is $> 0,05$ then Ho is accepted and Ha is rejected
- 2) If the probability of significance is $< 0,05$, then Ho is rejected and Ha is accepted.

4. Hypothesis Test

a. Multiple Linear Regression Test

For hypothesis testing, this study uses multiple regression analysis (multiple linear regression method). Multiple linear regression

analysis is performed to determine the effect of independent variables on the dependent variable (Ghozali, 2011). Multiple regression analysis is used to predict how the state of the dependent variable, if two or more independent variables as predictors are manipulated (increases in value decreases) (Sugiyono, 2011). Therefore, multiple regression analysis will be carried out if the number of independent variables is at least two variables.

The independent variables in this study are Autonomy, Family Environment, and Creativity, while the dependent variable in this study is Entrepreneurial Intention. Each variable is tested using multiple linear regression analysis which can be written with the equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Description:

Y : Entrepreneurial Intention

α : Constants

$\beta_1, \beta_2, \beta_3$: Regression Coefficient

X_1 : Autonomy

X_2 : Family Environment

X_3 : Creativity

ε : Error, residual variable

(Kutner, 2004)

b. Individual Parameter Significance Test (Test Statistic t)

The t test basically shows how far the influence of one explanatory variable individually explains the variation of the dependent variable (Kuncoro, 2003). The t test is used to test the significance of the relationship between variables X and Y, whether the variables X_1 , X_2 , and X_3 really affect the variables individually or partially (Ghozali, 2011).

In this study the statistical test t was used to determine the effect of X_1 , X_2 , and X_3 individually on the dependent variable Y. The level of significance used in this study was 0,05 ($\alpha = 5\%$). The basis for decision making in this t test is:

- 1) If $t_{\text{count}} < t_{\text{table}}$, then the independent variable individually does not affect the dependent variable (hypothesis rejected).
- 2) If $t_{\text{hitung}} > t_{\text{table}}$, then the independent variables individually affect the dependent variable (hypothesis accepted).

The t test can also be done by looking at the significance value of each variable in the output regression results using SPSS with significance level 0,05 ($\alpha = 5\%$). If the significance value is greater than α , the hypothesis is rejected (regression coefficient is not significant), which means that the independent variable does not have a significant effect on the dependent variable individually. If the significance value is smaller than α , the hypothesis is accepted (significant regression

coefficient), meaning that individually the independent variable has a significant influence on the dependent variable.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Results

1. General Description

This research belongs to quantitative research which means that the results of research is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results. This study aims to determine the effect of Autonomy, Family Environment, and Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019. The technique used to collect data in this study is using the questionnaire or questionnaire method using 5 alternative answers according to the Likert scale. Based on the questionnaire that has been distributed to all students of class X and XI Accounting of SMK 17 Magelang Academic Year 2018/2019 which amounted to 76 students, the questionnaires that were successfully returned 92% or 70 questionnaires because at the time of data collection there were students who did not go to school.

2. Data Description

The research data consists of one dependent variable namely Entrepreneurial Intention (Y) and three independent variables namely Autonomy (X_1); Family Environment (X_2); and Creativity (X_3). In this section a description of the data of each variable is presented based on data obtained in the field. The description of the data presented includes the

values of Mean (M), Median (Me), Mode (Mo), Standard Deviation. Frequency Distribution Table, Histogram, Pie Chart and table of tendency categories for each variable. In detail it can be seen in the description as follows:

a. Entrepreneurial Intentions Variable

Variable Entrepreneurial Intention in this research is gained through a questionnaire with 9 items statement. Based on the data obtained from the questionnaire distributed to 70 respondents (students) shows that the Entrepreneurial Intention variable (Y) obtained the mean, median, mode, standard deviation, maximum value and minimum values as follows:

Table 9. Mean, Median, Mode, Standard Deviation, Maximum Value, and Minimum Value Entrepreneurial Intentions Variable

Description	Score
Mean	34,41429
Median	35
Mode	36
Standard Deviation	4,470492
Maximum Value	43
Minimum Value	20

Source: Primary data processed (2019)

Frequency distribution of Entrepreneurial Intention is arranged in the following steps:

1) Determine the number of interval classes

$$\begin{aligned}
 \text{Number of interval classes (K)} &= 1 + 3,3 \text{ Log } n \\
 &= 1 + 3,3 \text{ Log } 70 \\
 &= 1 + 3,3 (1,845) \\
 &= 7,0889 \text{ rounded up}
 \end{aligned}$$

$$= 8$$

2) Specifies the range

$$\text{Class length (R)} = \text{highest value} - \text{lowest value} + 1$$

$$= 43 - 20 + 1$$

$$= 24$$

3) Determine the length of the interval class

$$\text{Interval class length (P)} = \text{Class range} : \text{interval class}$$

$$= 24 : 8$$

$$= 3$$

Table 10. Frequency Distribution of Entrepreneurial Intentions Variable

No	Interval	Frequency	Percentage Frequency
1.	20 – 22	2	2,9%
2.	23 – 25	1	1,4%
3.	26 – 28	3	4,3%
4.	29 – 31	9	12,9%
5.	32 – 34	16	22,9%
6.	35 – 37	23	32,9%
7.	38 – 40	14	20,0%
8.	41 – 43	2	2,9%
Total		70	100%

Source: Primary data processed (2019)

Based on table 10. Frequency distribution of entrepreneurial intentions variable, the following histogram can be described:

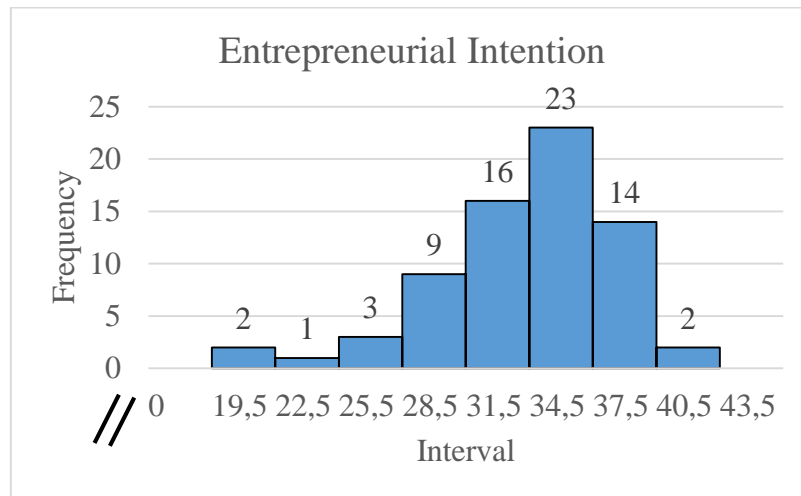


Figure 2. Histogram of Frequency Distribution of Entrepreneurial Intentions Variable

The data is then classified into the categories of trends in Entrepreneurial Intention. The tendency of each variable to be used is the ideal score of the research subject as a comparison criterion. The ideal mean price (Mi) and ideal standard deviation (SDi) are obtained based on the formula in table 8. The ideal mean price (Mi) and ideal standard deviation (SDi) are obtained based on the following formula:

$$\text{Ideal mean (Mi)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$\text{Ideal standard deviation (SDi)} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

$$1.5 (\text{SDi}) = 1.5 (\text{SDi})$$

$$\text{Ideal mean (Mi)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$= \frac{1}{2} (45 + 9)$$

$$= \frac{1}{2} (54)$$

$$= 27$$

$$\text{Ideal standard deviation (SDi)} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

$$= \frac{1}{6} (45 - 9)$$

$$= 1/6 (36)$$

$$= 6$$

$$1.5 (SDi) = 9$$

$$Mi + 1.5 (SDi) = 36$$

$$Mi - 1.5 (SDi) = 8$$

Based on the calculations above, the variables of Entrepreneurial Intention can be categorized as follows:

Table 11. Tendency Category of Entrepreneurial Intentions Variable

No.	Formula	Categories
1.	$X \geq 36$	Very High
2.	$27 \geq X < 36$	High
3.	$8 \leq X < 27$	Low
4.	$X < 8$	Very Low

Source: Primary data processed (2019)

Based on Table 11. The Tendency Category of Entrepreneurial Intentions Variable above, can be made an identification table of the categories of Entrepreneurial Intentions categories as follows:

Table 12. Tendency Frequency of Entrepreneurial Intentions Variable

No.	Formula	Frequency	Frequency (%)	Categories
1.	$X \geq 36$	33	47,1%	Very High
2.	$27 \geq X < 36$	33	47,1%	High
3.	$8 \leq X < 27$	4	5,8%	Low
4.	$X < 8$	0	0%	Very Low
Total		70	100%	

Source: Primary data processed (2019)

Table 12. The frequency of entrepreneurial intention tendencies above shows that there are 33 students (47.1%) who have Entrepreneurial Intention in the very high category, 33 students (47.1%) who have Entrepreneurial Intention in the high category, 4 students (5.8 %) who

have Entrepreneurial Intention in the low category, and there are no students (0%) who have Entrepreneurial Intention in the very low category.

Based on the distribution of the frequency trend of the Entrepreneurial Intention above, it can be presented in Pie Chart as follows:

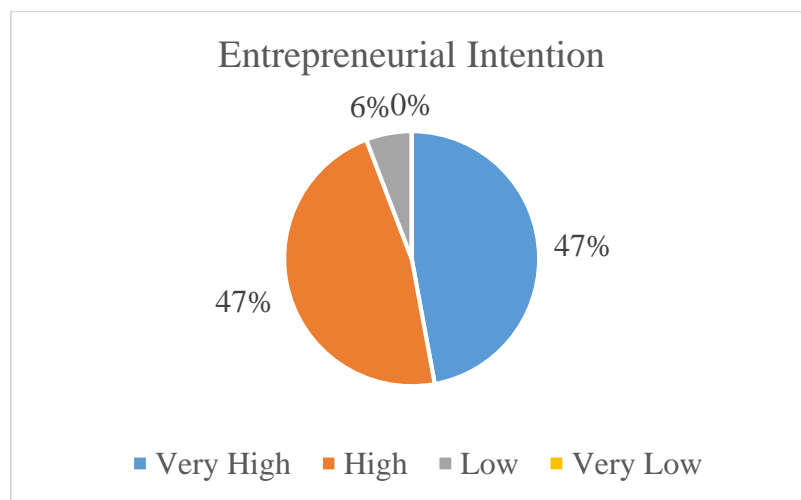


Figure 3. Tendency Pie Chart of Entrepreneurial Intentions

b. Autonomy Variable

Autonomy variable in this study through a questionnaire with 12 items statement. Based on the data obtained from the questionnaire distributed to 70 respondents (students) shows that the Autonomy variable (X_1) obtained the mean, median, mode, standard deviation, maximum value and minimum values as follows:

Table 13. Mean, Median, Mode, Standard Deviation, Maximum Value, and Minimum Value Autonomy Variable

Description	Score
Mean	46,2286
Median	46,5
Mode	43
Standard Deviation	4,41726
Maximum Value	56
Minimum Value	36

Source: Primary data processed (2019)

Autonomy frequency distribution is prepared by the following steps:

- 1) Determine the number of interval classes

$$\begin{aligned}
 \text{Number of interval classes (K)} &= 1 + 3.3 \text{ Log } n \\
 &= 1 + 3.3 \text{ Log } 70 \\
 &= 1 + 3.3 (1,845) \\
 &= 7.0889 \text{ rounded up} \\
 &= 8
 \end{aligned}$$

- 2) Determine the range

$$\begin{aligned}
 \text{Class length (R)} &= \text{highest value} - \text{lowest value} + 1 \\
 &= 56 - 36 + 1 \\
 &= 21
 \end{aligned}$$

- 3) Determine the length of the interval class

$$\begin{aligned}
 \text{Interval class length (P)} &= \text{Class range} : \text{interval class} \\
 &= 21 : 8 \\
 &= 2,625 \text{ rounded up} \\
 &= 3
 \end{aligned}$$

Table 14. Frequency Distribution of Autonomy Variable

No	Interval	Frequency	Percentage Frequency
1.	35 – 37	2	2,9%
2.	38 – 40	9	10,0%
3.	41 – 43	10	15,7%
4.	44 – 46	15	21,4%
5.	47 – 49	17	25,7%
6.	50 – 52	12	17,1%
7.	53 – 55	4	5,7%
8.	56 – 58	1	1,4%
Total		70	100%

Source: Primary data processed (2019)

Based on table 14. Frequency distribution of Autonomy variable, the following histogram can be described:

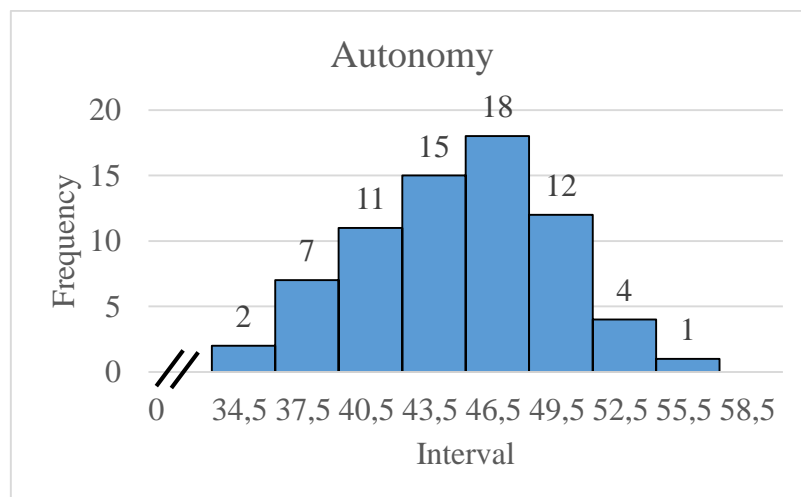


Figure 4. Histogram of Frequency Distribution of Autonomy Variable

The data is then classified into the category of Autonomy tendency. The tendency of each variable to be used is the ideal score of the research subject as a comparison criterion. The ideal mean price (M_i) and ideal standard deviation (SD_i) are obtained based on the formula in table 8. The ideal mean price (M_i) and ideal standard deviation (SD_i) are obtained based on the following formula:

$$\text{Ideal mean (Mi)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$\text{Ideal standard deviation (SDi)} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

$$1.5 (\text{SDi}) = 1.5 (\text{SDi})$$

$$\text{Ideal mean (Mi)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$= \frac{1}{2} (60 + 12)$$

$$= \frac{1}{2} (72)$$

$$= 36$$

$$\text{Ideal standard deviation (SDi)} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

$$= \frac{1}{6} (60 - 12)$$

$$= \frac{1}{6} (48)$$

$$= 8$$

$$1.5 (\text{SDi}) = 12$$

$$\text{Mi} + 1.5 (\text{SDi}) = 48$$

$$\text{Mi} - 1.5 (\text{SDi}) = 24$$

Based on the calculations above, the Autonomy variable can be categorized as follows:

Table 15. Tendency Category of Autonomy Variable

No.	Formula	Categories
1.	$X \geq 48$	Very High
2.	$36 \geq X < 48$	High
3.	$24 \leq X < 36$	Low
4.	$X < 24$	Very Low

Source: Primary data processed (2019)

Based on Table 15. The Tendency Category of Autonomy Variable above, can be made an identification table of the categories of Autonomy categories as follows:

Table 16. Tendency Frequency of Autonomy Variable

No.	Formula	Frequency	Frequency (%)	Categories
1.	$X \geq 48$	26	37,1%	Very High
2.	$36 \geq X < 48$	44	62,9%	High
3.	$24 \leq X < 36$	0	0%	Low
4.	$X < 24$	0	0%	Very Low
Total		70	100%	

Source: Primary data processed (2019)

Table 16. Tendency Frequency of Autonomy Variable shows that there are 26 students (37.1%) who have Autonomy in the very high category, 44 students (62.9%) who have Autonomy in the high category, and there are no students (0%) who have Autonomy in the low and very low category.

Based on the distribution of trends in the frequency of the Autonomy variables above, it can be presented in Pie Chart as follows:

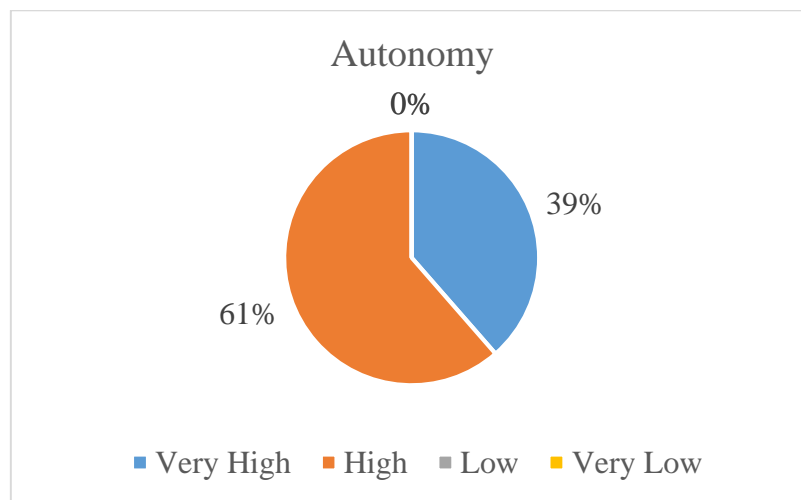


Figure 5. Tendency Pie Chart of Autonomy

c. Family Environment Variable

Family Environment Variable in this study through a questionnaire with 7 items statement. Based on the data obtained from the questionnaire

distributed to 70 respondents (students) shows that the Family Environment variable (X2) obtained the mean, median, mode, standard deviation, maximum value and minimum values as follows:

Table 17. Mean, Median, Mode, Standard Deviation, Maximum Value, and Minimum Value Family Environment Variable

Description	Score
Mean	26,9571
Median	27
Mode	31
Standard Deviation	3,76265
Maximum Value	34
Minimum Value	19

Source: Primary data processed (2019)

Frequency Distribution of Family Environment is prepared by the following steps:

- 1) Determine the number of interval classes

$$\begin{aligned}
 \text{Number of interval classes (K)} &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 70 \\
 &= 1 + 3.3 (1,845) \\
 &= 7.0889 \text{ rounded up} \\
 &= 8
 \end{aligned}$$

- 2) Determine the range

$$\begin{aligned}
 \text{Class length (R)} &= \text{highest value} - \text{lowest value} + 1 \\
 &= 35 - 18 + 1 \\
 &= 18
 \end{aligned}$$

- 3) Determine the length of the interval class

$$\text{Interval class length (P)} = \text{Class range} : \text{interval class}$$

$$= 18: 8$$

$$= 2.25 \text{ rounded down}$$

$$= 2$$

Table 18. Frequency Distribution of Family Environment Variable

No	Interval	Frequency	Percentage Frequency
1.	19 – 20	5	7,1%
2.	21 – 22	5	7,1%
3.	23 – 24	8	11,4%
4.	25 – 26	11	15,7%
5.	27 – 28	14	20,0%
6.	29 – 30	12	17,1%
7.	31 – 32	13	18,6%
8.	33 – 34	2	2,9%
Total		70	100%

Source: Primary data processed (2019)

Based on table 18. Frequency distribution of Family Environment variable, the following histogram can be described:

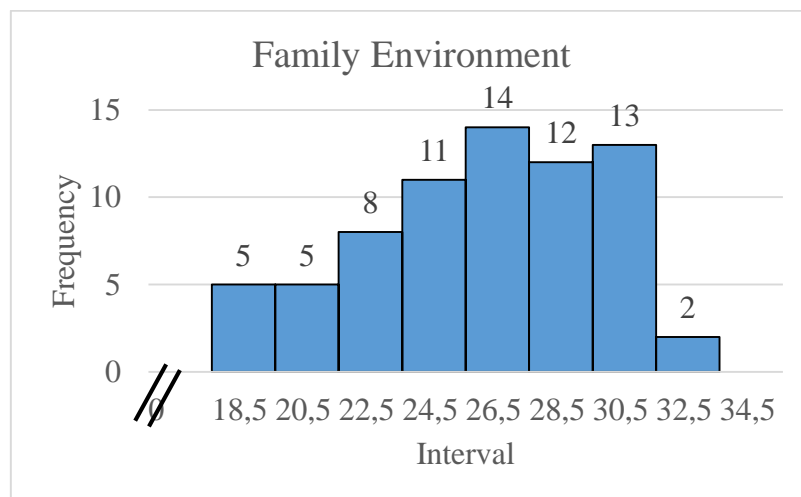


Figure 6. Histogram of Frequency Distribution of Family Environment Variable

The data is then classified into the Family Environment tendency category. The tendency of each variable to be used is the ideal score of the research subject as a comparison criterion. The ideal mean price (Mi)

and ideal standard deviation (SDi) are obtained based on the formula in table 8. The ideal mean price (Mi) and ideal standard deviation (SDi) are obtained based on the following formula:

$$\text{Ideal mean (Mi)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$\text{Ideal standard deviation (SDi)} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

$$1.5 (\text{SDi}) = 1.5 (\text{SDi})$$

$$\text{Ideal mean (Mi)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$= \frac{1}{2} (35 + 7)$$

$$= \frac{1}{2} (42)$$

$$= 21$$

$$\text{Ideal standard deviation (SDi)} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

$$= \frac{1}{6} (35 - 7)$$

$$= \frac{1}{6} (28)$$

$$= 4.67$$

$$1.5 (\text{SDi}) = 7$$

$$\text{Mi} + 1.5 (\text{SDi}) = 28$$

$$\text{Mi} - 1.5 (\text{SDi}) = 14$$

Based on the calculations above, the Family Environment variable can be categorized as follows:

Based on the calculations above, the Family Environment variable can be categorized as follows:

Table 19. Tendency Category of Family Environment Variable

No.	Formula	Categories
1.	$X \geq 28$	Very Conducive
2.	$21 \geq X < 28$	Conductive
3.	$14 \leq X < 21$	Less Conducive
4.	$X < 14$	Not Conducive

Source: Primary data processed (2019)

Based on Table 19. The Tendency Category of Family Environment Variable above, can be made an identification table of the categories of Family Environment categories as follows:

Table 20. Tendency Frequency of Family Environment Variable

No.	Formula	Frequency	Frequency (%)	Categories
1.	$X \geq 28$	32	45,7%	Very Conducive
2.	$21 \geq X < 21$	33	47,1%	Conductive
3.	$14 \leq X < 21$	5	7,1%	Less Conducive
4.	$X < 14$	0	0%	Not Conducive
Total		70	100%	

Source: Primary data processed (2019)

Table 20. The frequency of trends in the Family Environment above shows that there are 32 students (45.7%) who have a Family Environment in the category of conducive practices, 33 students (47.1%) who have a Family Environment in a conducive category, there are 5 students (7, 1%) who have a family environment in a less conducive category, and there are no students (0%) who have a family environment in a non-conductive category.

Based on the distribution of trends in the frequency of the Family Environment variables above, it can be presented in Pie Chart as follows:

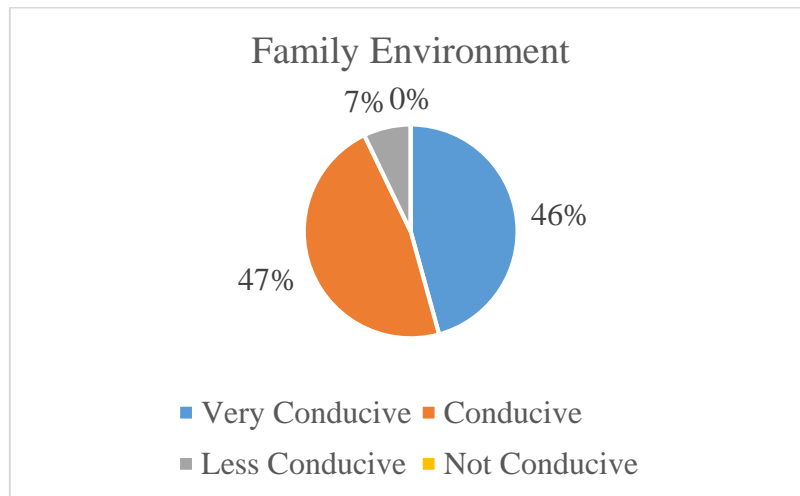


Figure 7. Tendency Pie Chart of Family Environment

d. Creativity Variable

Creativity Variables in this study through questionnaires with 7 points statement. Based on the data obtained from the questionnaire distributed to 70 respondents (students) shows that the Creativity variable (X3) obtained the mean, median, mode, standard deviation, maximum value and minimum values as follows:

Table 21. Mean, Median, Mode, Standard Deviation, Maximum Value, and Minimum Value Creativity Variable

Description	Score
Mean	22,6714
Median	22
Mode	21
Standard Deviation	2,3879
Maximum Value	33
Minimum Value	20

Source: Primary data processed (2019)

Frequency Distribution of Creativity is prepared by the following steps:

1) Determine the number of interval classes

$$\begin{aligned}\text{Number of interval classes (K)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 70 \\ &= 1 + 3.3 (1,845) \\ &= 7.0889 \text{ rounded up} \\ &= 8\end{aligned}$$

2) Determine the range

$$\begin{aligned}\text{Class length (R)} &= \text{highest value} - \text{lowest value} + 1 \\ &= 33 - 20 + 1 \\ &= 14\end{aligned}$$

3) Determine the length of the interval class

$$\begin{aligned}\text{Interval class length (P)} &= \text{Class range} : \text{interval class} \\ &= 14 : 8 \\ &= 1.75 \text{ rounded up} \\ &= 2\end{aligned}$$

Table 22. Frequency Distribution of Creativity Variable

No	Interval	Frequency	Percentage Frequency
1.	19 – 20	11	15,7%
2.	21 – 22	28	40%
3.	23 – 24	18	25,7%
4.	25 – 26	10	14,3%
5.	27 – 28	1	1,4%
6.	29 – 30	1	1,4%
7.	31 – 32	0	0%
8.	33 – 34	1	1,4%
Total		70	100%

Source: Primary data processed (2019)

Based on table 22. Frequency distribution of Creativity variable, the following histogram can be described:

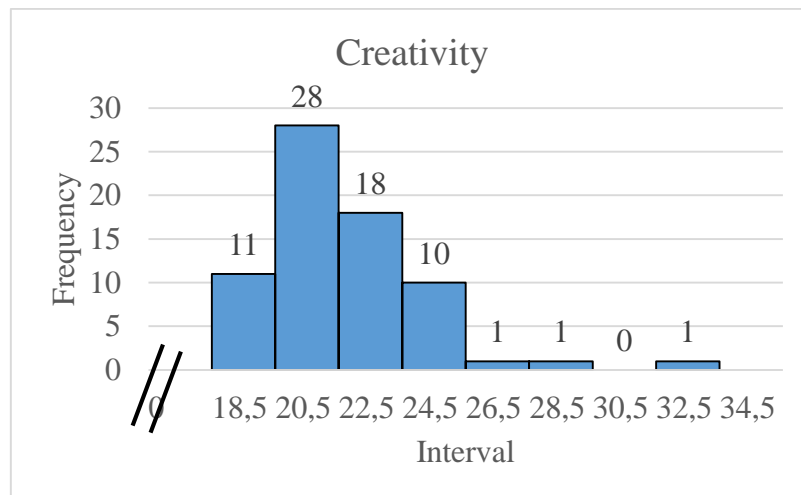


Figure 8. Histogram of Frequency Distribution of Creativity Variable

The data is then classified into the category of Creativity tendencies. The tendency of each variable to be used is the ideal score of the research subject as a comparison criterion. The ideal mean price (Mi) and ideal standard deviation (SDi) are obtained based on the formula in table 8. The ideal mean price (Mi) and ideal standard deviation (SDi) are obtained based on the following formula:

$$\text{Ideal mean (Mi)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

Ideala standard deviation (SDi) = $1/6$ (maximum score - minimum score)

$$1.5 (SDi) = 1.5 (SDi)$$

Ideal mean (Mi) = $1/2$ (maximum score + minimum score)

$$= 1/2 (35 + 7)$$

$$= 1/2 (42)$$

$$= 21$$

Ideal standard deviation (SDi) = $1/6$ (maximum score - minimum score)

$$= 1/6 (35-7)$$

$$= 1/6 (28)$$

$$= 4.67$$

$$1.5 (SDi) = 7$$

$$Mi + 1.5 (SDi) = 28$$

$$Mi - 1.5 (SDi) = 14$$

Based on the calculation above, the Creativity variable can be categorized as follows:

Table 23. Tendency Category of Creativity Variable

No.	Formula	Categories
1.	$X \geq 28$	Very High
2.	$21 \geq X < 28$	High
3.	$14 \leq X < 21$	Low
4.	$X < 14$	Very Low

Source: Primary data processed (2019)

Based on Table 23. The Tendency Category of Creativity Variable above, can be made an identification table of the categories of Creativity categories as follows:

Table 24. Tendency Frequency of Creativity Variable

No.	Formula	Frequency	Frequency (%)	Categories
1.	$X \geq 28$	3	4,3%	Very High
2.	$21 \geq X < 21$	56	80%	High
3.	$14 \leq X < 21$	11	15,7%	Low
4.	$X < 14$	0	0%	Very Low
Total		70	100%	

Source: Primary data processed (2019)

Table 24. Frequency of tendencies Creativity above shows there are 3 students (4.3%) who have creativity in the high category, 56 students (80%) who have creativity in the high category, there are 11 students (15.7%) who have Creativity in the low category, and no students (0%) who have Creativity in the very low category.

Based on the variable frequency distribution Creativity above, can be presented in Pie Chart as follows:

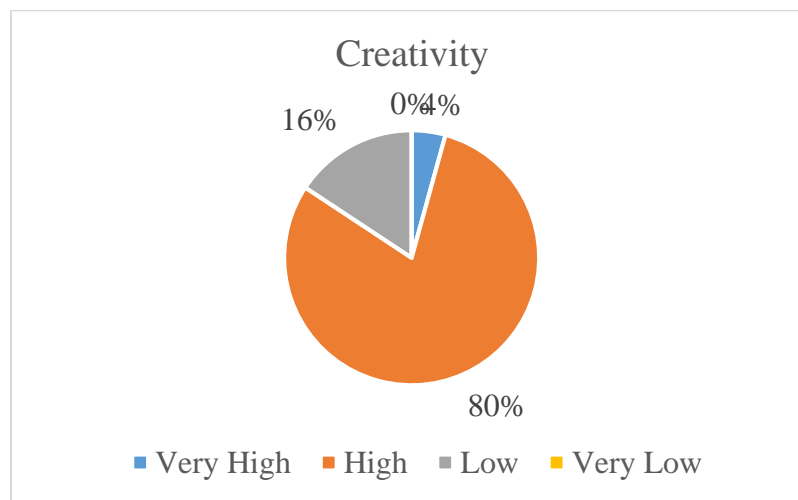


Figure 9. Tendency Pie Chart of Creativity

B. Data Analysis

1. Classic Assumption Test

Before the data is further analyzed using multiple regression analysis, first the data is tested using the classic assumption test consisting

of Linearity and Multicollinearity tests. The classic assumption test is needed so that the data entered in the regression model can meet the requirements and conditions in the regression. The calculation of all classic assumption tests is done using the SPSS for Windows version 23.0 program.

a. Linearity Test

Linearity test is one of the assumptions of regression analysis used to see whether the regression line between X and Y forms a linear line or not. If it does not form a linear line, the regression analysis cannot be continued (Sugiyono, 2015: 265). The criteria used are if the calculation is smaller; from F_{table} or $Sig. > 0,05$ indicates that linear regression and vice versa if F_{count} is greater than F_{table} ($Sig. < 0,05$) then the regression is not linear. Based on the calculation data that has been done in this study, the linearity test results are obtained as follows:

Table 25. Summary of Linearity Test Results

No.	Independent Variables	Df	F Value		Sig.	Conclusion
			Count	Table		
1.	Autonomy (X_1)	19;49	1,151	1,803	0,551	Linear
2.	Family Environment (X_2)	15;53	1,664	1,859	0,088	Linear
3.	Creativity (X_3)	8;60	0,101	2,907	0,999	Linear

Source: Primary data processed (2019)

Based on table 25. The summary of the results of the linearity test can be seen that at the level of error 5% the value of F_{count} on each variable is smaller than F_{table} and the value of $Sig.$ on each variable greater than 0,05, so it can be concluded that each independent variable has a linear relationship with the dependent variable.

b. Multicollinearity Test

Multicollinearity test aims to find out whether the regression model found a correlation between independent variables. A good regression model should not have a correlation between independent variables. To find out whether multicollinearity is known or not, it can be seen from the Inflation Factor (VIF) and tolerance (α) Variance values. Based on the data analyzed in this study, the results of multicollinearity tests were obtained as follows:

Table 26. Summary of Multicollinearity Test Results

Variables	Collinearity Statistics		Conclusion
	Tolerance	VIF	
Autonomy (X ₁)	0,777	1,286	Multicollinearity does not occur
Family Environment (X ₂)	0,827	1,209	
Creativity (X ₃)	0,907	1,102	

Source: Primary data processed (2019)

If you use α / tolerance = 10% or 0,10, then VIF = 10. The table shows that the VIF count (VIF X₁ = 1,227; VIF X₂ = 1,172; VIF X₃ = 1,075) < VIF = 10 and all independent variable tolerance above 0.10 it can be concluded that there is no multicollinearity between independent variables.

2. Model Accuracy Test

a. Coefficient of Determination (R²)

The coefficient of determination test is used to measure how large the percentage variation of independent variables in multiple linear regression models in explaining variations in the dependent variable

(Priyanto, 2008). The value of determination is determined by the adjusted r square value. The results of the analysis of the coefficient of determination can be seen in the following table:

Table 27. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.604 ^a	.364	.335	3.64422

Source: Primary data processed (2019)

Based on the results of table 27. Determination Coefficient Test Results, it can be seen that the results of the adjusted r square are 0.335. From these results indicate that the variables of Autonomy, Family Environment and Creativity can explain variable dependent Entrepreneurial Intention by 33,5% and the remaining 66,5% can be explained by other variables not included in this research model.

b. F Test

The F statistical test basically shows whether all the independent variables included in the model have a joint effect on the dependent variable (Kuncoro, 2003). This test is conducted to find out whether there is an influence between Autonomy, Family Environment, and Creativity on Entrepreneurial Intention. This test can be proven by looking at the results of the F_{table} comparison by calculating F_{count} and the significance value of alpha (0,05). If $F_{count} > F_{table}$ and significance results $< 0,05$, then the variables used for the study can be said to be fit/feasible for the study. The results of the F test can be seen in the following table:

Table 28. F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	502.483	3	167.494	12.612	.000 ^b
Residual	876.503	66	13.280		
Total	1378.986	69			

Source: Primary data processed (2019)

The value of F_{table} is $df_1 = 3$ and $df_2 = 66$. From the results of these calculations, the value of F_{table} is 2.74. From table 28. The results of the F test can be seen that the value of F_{count} is 12.612 and the significance level is 0,000, which means $F_{count} = 12,612 > F_{table} = 2,74$ and $sig\ 0,00 < 0,05$. Then it can be concluded that the influence of the variables of Autonomy, Family Environment, and Creativity on Entrepreneurial Intention can be said to be fit/feasible for research.

C. Hypothesis Results

Hypothesis testing is used to see the effect of independent variables on the dependent variable. The hypothesis test in this study was carried out by multiple linear regression analysis.

1. Multiple Linear Regression Analysis

Multiple linear regression analysis is performed to determine the effect of independent variables on the dependent variable (Ghozali, 2011). Multiple linear regression analysis is used to determine the relationship between independent variables in this case to determine the effect of the independent variables Autonomy, Family Environment, and Creativity on the dependent variable Entrepreneurial Intention. The results of multiple linear regression testing are as follows:

Table 29. Regression Test Results

Variables	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	
Constanta	7.860	5.793	
Autonomy	.300	.108	.309
Family Environment	.473	.123	.414
Creativity	.001	.193	.001

Source: Primary data processed (2019)

Based on table 29. The regression test results can be arranged as a regression equation as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$Y = 7,860 + 0,300X_1 + 0,473X_2 + 0,001X_3 + \varepsilon$$

Based on the regression equation that has been compiled, it can be explained as follows:

- 1) The constant value or α of 7,860 means that if Autonomy, Family Environment and Creativity does not exist or is zero, then the amount of Entrepreneurial Intention is 7,860;
- 2) The Autonomy variable coefficient is 0,300 with a positive direction. This shows that the increase in 1 unit of the Autonomy variable, while the Family Environment and Creativity remain, the Entrepreneurial Intention will increase by 0,300;
- 3) The Family Environment variable coefficient is 0,473 with a positive direction. This shows that an increase in 1 unit of the Family Environment variable, while Autonomy and Creativity remain, the Entrepreneurial Intention will increase by 0,473;

- 4) Creativity variable coefficient is 0,001 with positive direction. This shows that the increase in 1 variable unit of Creativity, while the Autonomy and Family Environment remains the Entrepreneurial Intention will increase by 0,001.

2. t test

The t test basically shows how far the influence of one explanatory variable individually explains the variation of the dependent variable (Kuncoro, 2003). The independent variables in this study are Autonomy, Family Environment, and Creativity. The t test is done by comparing the t_{table} value by calculating the significance value with α (0,05). The results of the t test can be seen from the following table:

Table 30. Regression Test Results

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
Constanta	7.860	5.793		1.357	.197
Autonomy	.300	.108	.309	2.777	.007
Family Environment	.473	.123	.414	3.833	.000
Creativity	.001	.193	.001	.005	.996

Source: Primary data processed (2019)

Based on table 30. The regression test results can be known the value of t_{count} and the level of significance of the independent variables tested. To find a table that is $t = (0,05; df / n-k)$, it is known that the results of the table are 1.9966 which will then be compared with the t_{count} of each independent variable.

1) The Effect of Autonomy on Entrepreneurial Intentions

Based on the results of the statistical test t, the value of t_{count} is 2,777 and the significance value is 0,007. The value of t_{count} of 2,777 is greater than the value of t_{table} 1,9966 ($2,777 > 1,9966$) and the significance value of 0,007 is smaller than 0,05 ($0,007 < 0,05$). Thus, H_1 which states "There is a positive and significant effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019" accepted.

2) The Effect of the Family Environment on Entrepreneurial Intentions

Based on the results of the statistical test t, the value of t_{count} is 3,833 and the significance value is 0,000. The value of t_{count} 3,833 is greater than the value of t_{table} 1,9966 ($3,833 > 1,9966$) and the significance value of 0,000 is smaller than 0,05 ($0,000 < 0,05$), it can be concluded that the Family Environment variable has a significant positive effect on Entrepreneurial Intention . Thus, H_2 states "There is a positive and significant influence of the Family Environment on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019" accepted.

3) The Effect of Creativity on Entrepreneurial Intentions

Based on the results of the statistical test t, the value of t_{count} is 0,005 and the significance value is 0,996. The value of t_{count} of 0,005 is smaller than the value of t_{table} 1,9966 ($0,005 < 1,9966$) and the significance value of 0,996 is greater than 0,05 ($0,996 > 0,05$). Thus, H_3 which states "There

is a positive and significant effect of Creativity on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019" rejected.

D. Discussion

1. The Effect of Autonomy on Student Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019

The results of this study indicate that there is a positive effect of the Autonomy on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This can be seen from the results of a simple regression analysis of one predictor which shows the correlation coefficient between X_1 to Y that is r_{x_1y} is worth 0,391, with a coefficient of determination ($r^2_{x_1y}$) of 0,153 which indicates that Autonomy (X_1) influences Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 is 15,3% and there is still 84,7% influenced by factors or other variables other than Autonomy. Hypothesis testing uses the t test which is the result of the coefficient of t_{count} which is then compared to t_{table} . Based on these comparisons the results show that t_{count} is greater than t_{table} ($3,500 > 1,667$), so that the hypothesis is accepted or there is a positive influence of Autonomy (X_1) on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 (Y).

The results of this study are reinforced by the opinions of some experts in the theoretical study of the factors that influence Entrepreneurial Intention, one of which is Autonomy (Shane, Lock and Colline, 2003: 263-

267). This is also in line with the opinion of Bernstein and Carayamis in the Tusshar research (2018: 88) which concluded that Autonomy influences Entrepreneurial Intention, which allows that the higher the Autonomy, so the Entrepreneurial Intention will be increased. Meanwhile, according to Anies Lestari, et al. (2016) said Autonomy is one of the factors driving a person to entrepreneurship, this is because Autonomy is one of the characteristics of the quality of human life that has an important role for the success of the life of the nation and individuals.

The results of this study are reinforced by the research of Riska Amelia Kamil (2018) entitled *"Pengaruh Efikasi Diri, Kemandirian, dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI Akuntansi SMK YPKK 2 Sleman Yogyakarta Tahun Ajaran 2017/2018"*. The results of this study indicate that: (1) there is a positive and significant effect of Self-Efficacy on Entrepreneurial Intention in Class XI Accounting Students of YPKK 2 SMK Sleman Yogyakarta 2017/2018 Academic Year ($t_{\text{count}} = 10,911 > t_{\text{table}} = 1,659$); (2) there is a positive and significant effect of Autonomy on Entrepreneurial Intention in Class XI Accounting Students of YPKK 2 Sleman Yogyakarta 2017/2019 Academic Year ($t_{\text{count}} = 5,874 > t_{\text{table}} = 1,659$); (3) there is a positive and significant effect of the Family Environment on Entrepreneurial Intention in Class XI Accounting Students of YPKK 2 Sleman Yogyakarta 2017/2018 Academic Year ($t_{\text{count}} = 3,636 > t_{\text{table}} = 1,659$); and (4) there is a positive and significant effect of the Self-Efficacy, Autonomy, and Family Environment together on Entrepreneurial

Intention in Class XI Students of YPKK 2 SMK Sleman Yogyakarta Academic Year 2017/2018 ($F_{\text{count}} = 40,129 > F_{\text{table}} = 1,370$).

Similar results were also reinforced by the results of Anies Lestari's study, et al (2016) with the title "*Pengaruh Kemandirian, Lingkungan Keluarga, dan Motivasi Terhadap Minat Berwirausaha Para Remaja*". The results of this study indicate that: 1) there is a positive and significant effect of Autonomy on Entrepreneurial Intention ($t_{\text{count}} = 3,856 > t_{\text{table}} = 1,985$); 2) there is a positive and significant effect of the Family Environment on Entrepreneurial Intention ($t_{\text{count}} = 2,013 > t_{\text{table}} = 1,985$); 3) there is a positive and significant effect on Motivation towards Entrepreneurial Intention ($t_{\text{count}} = 2,979 > t_{\text{table}} = 1,985$); 4) there is a positive and significant effect of Autonomy, Family Environment and Motivation together on Entrepreneurial Intention ($F_{\text{count}} = 15,445 > F_{\text{table}} = 2,700$).

This research is also supported and reinforced by the results of Sakti Fajar Wanto's research (2014) with the title "*Pengaruh Kemandirian dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Siswa SMKN 1 Seyegan*". The results of this study indicate that: 1) there is a positive and significant effect of Autonomy on Student Entrepreneurial Intention of SMKN 1 Seyegan with the determinant coefficient value 0,033; 2) there is a positive and significant effect of Entrepreneurial Motivation on Student Entrepreneurial Intention of SMKN 1 Seyegan with the determinant coefficient value 0,027; 3) there is a positive and significant effect of

Autonomy and Motivation on Student Entrepreneurial Intention of SMKN
1 Seyegan with the determinant coefficient value of 0,052.

In line with the previous three studies, these results were also reinforced by the results of the study of Caecilia Vemmy, S. (2012) "*Faktor-Faktor yang Mempengaruhi Intensi Berwirausaha Siswa SMK*". The results of this study indicate that: 1) there is a positive and significant effect of the Need for Achievement on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan with a coefficient of 0,299 and a sig value of 0,003; 2) there is a positive and significant effect of Creativity on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan with a coefficient of 0,384 and a value of sig 0,000; 3) there is a positive and significant effect of Autonomy on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan with a coefficient of 0,292 and a sig value of 0,006; 4) there is a positive and significant effect of Courage to take risks on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan with a coefficient value of 0,380 and sig value of 0,012; 5) there is a positive and significant effect of Immune Tolerance on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan with a coefficient of 0,491 and sig value of

0,011; 6) there is a positive and significant effect of Parental Influence on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan with a coefficient of 0,242 and sig value of 0,049; 7) there is a positive and significant effect of Self Efficacy on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan with a coefficient of 0,493 and a value of sig 0,000; 8) there is a positive and significant effect of the Need for Achievement, Creativity, Autonomy, Courage to Take Risks, Immunity Tolerance, Parental Influence, and Self Efficacy on Studentens Entrepreneurial Intention of SMK on Automotive Engineering Expertise in Tabalong Regency, South Kalimantan with an F value of 34,415 and sig value 0,000.

Another study by Muhammad Adib Z (2018) entitled "*Pengaruh Kemandirian, Lingkungan Keluarga, dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha*". The results of this study indicate that: 1) there is a positive and significant effect of Autonomy on Entrepreneurial Intention ($t_{\text{count}} = 3,026 > t_{\text{table}} = 1,658$); 2) there is a positive and significant effect of the Family Environment on Entrepreneurial Intention ($t_{\text{count}} = 2,286 > t_{\text{table}} = 1,658$); 3) there is a positive and significant effect of Entrepreneurship Education on Entrepreneurial Intention ($t_{\text{count}} = 4,346 > t_{\text{table}} = 1,658$); 4) there is a positive and significant effect of Autonomy,

Family Environment, and Entrepreneurship Education together on Entrepreneurial Intention ($F_{\text{count}} = 21,005 > F_{\text{table}} = 2,950$).

Low Autonomy will cause Entrepreneurial Intention to be low too. The things that need to be considered are increasing the sense of self itself which sometimes makes students reluctant and lazy to start a new business, and the ability to be able to solve the problems they face.

2. The Effect of Family Environment on Student Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019

The results of this study indicate that there is a positive effect of the Family Environment on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. It can be seen from the results of a simple regression analysis of one predictor which shows the correlation coefficient between X_2 to Y that is r_{x_2y} worth 0,532, with a coefficient of determination ($r^2_{x_2y}$) of 0,283 which indicates that Family Environment (X_2) influences Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 teaching is 28,3% and there is still 71,7% influenced by factors or variables other than the Family Environment. Hypothesis testing uses the t test which is the result of the coefficient of t_{count} which is then compared to t_{table} . Based on these comparisons, the results show that t_{count} is greater than t_{table} ($5,177 > 1,667$), so the hypothesis is accepted or there is a positive influence of the Family Environment (X_2) on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 (Y).

The results of this study are reinforced by the opinions of several experts in the theoretical study of the factors that influence Entrepreneurial Intention, one of which is the Family Environment according to Nurchotim (in Achmad, 2017). Family Environment is a social condition that affects children's development when children first know the world. According to Conny Setiawan (2010: 1), the Family environment is the first and foremost media that influences behavior in child development. Meanwhile, according to Riyanti (in Putu, 2014) states that the factors that effect the Entrepreneurial Intention consist of two aspects, namely: 1) internal aspects, which consist of demographics (age, experience, and education), personality, and motivation; 2) external aspects, which consist of family environment and working environment.

The results of this study are reinforced by the results of research by Marriva Karnia Putri (2018) entitled "*Pengaruh Faktor Kepribadian dan Lingkungan Keluarga Terhadap Minat Berwirausaha*". The results of this study show that: (1) there is a positive and significant effect of Personality Factors on Entrepreneurial Intention (P.sig 0,00 < 0,05); (2) there is a positive and significant effect on the Family Environment (P.sig 0,00 < 0,05).

Another study by Putu Eka Desy Yanti, et al (2014) with the title "*Pengaruh Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI SMK Negeri 1 Singaraja*". The results of this study indicate that: there is a positive and significant effect of the Family Environment on

Entrepreneurial Intention in Class XI Students of SMK Negeri 1 Singaraja ($t_{\text{count}} = 4,287 > t_{\text{table}} = 1,671$).

In line with research by Achmad Syaifuddin (2017) with the title "*Pengaruh Kepribadian, Lingkungan Keluarga, Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Akuntansi*". The results of this study indicate that: 1) there is a positive and significant effect of Personality on Accounting Students Entrepreneurial Intention ($t_{\text{count}} = 9,782 > t_{\text{table}} = 1,977$); 2) there is a positive and significant effect of the Family Environment on Accounting Students Entrepreneurial Intention ($t_{\text{count}} = 5,717 > t_{\text{table}} = 1,977$); 3) there is a positive and significant effect of Entrepreneurship Education on Accounting Students Entrepreneurial Intention ($t_{\text{count}} = 4,230 > t_{\text{table}} = 1,977$); 4) there is a positive and significant effect of Personality, Family Environment, and Entrepreneurship Education Accounting Students Entrepreneurial Intention ($F_{\text{count}} = 39,466 > F_{\text{table}} = 2,670$).

Not much different from the three studies that strengthen this research, research by Rossi Fita Nurbaeti (2017) with the title "*Pengaruh Personal, Lingkungan Keluarga, Peluang, dan Pendapatan Terhadap Minat Berwirausaha Mahasiswa*". The results of this study indicate that: 1) there is no positive and significant effect of the Personal on the Students Entrepreneurial Intention in the Faculty of Economics and Business in Islam ($t_{\text{count}} = 0.842 < t_{\text{table}} = 1.996$); 2) there is a positive and significant effect of the Family Environment on the Students Entrepreneurial Intention

in the Faculty of Islamic Economics and Business ($t_{\text{count}} = 2,714 > t_{\text{table}} = 1,996$); 3) there is no positive and significant effect on the Opportunities on Students Entrepreneurial Intention in the Faculty of Islamic Economics and Business ($t_{\text{count}} = 0,794 < t_{\text{table}} = 1,996$); 4) there is a positive and significant effect of Income on Students Entrepreneurial Intention in the Faculty of Islamic Economics and Business ($t_{\text{count}} = 7,993 > t_{\text{table}} = 1,996$).

This research is also further strengthened by research by Wulan Purnamasari (2018) with the title "*Pengaruh Lingkungan Keluarga dan Minat Berwirausaha dalam Perspektif Pendidikan Ekonomi*". These results indicate that: there is a positive and significant effect of the Family Environment on Entrepreneurial Intention ($t_{\text{count}} = 4,040 > t_{\text{table}} = 2,032$)

A low Family Environment will cause low Entrepreneurial Intention. The things that are considered are family functioning, as a means of encouraging students to become entrepreneurs.

3. The Effect of Creativity on Student Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019

The results of this study indicate that there is a no effect of Creativity on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This can be seen from the results of a simple regression analysis of one predictor which shows the correlation coefficient between X_3 and Y , r_{x_3y} is 0,054, with a coefficient of determination ($r^2_{x_3y}$) of 0,003 which indicates that Creativity (X_3) influences Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 is 0,3% and

there is still 99,7% influenced by factors or variables other than Creativity. Hypothesis testing uses the t test which is the result of the coefficient of t_{count} which is then compared to t_{table} . Based on these comparisons, the results show that t_{count} is smaller than t_{table} ($0,443 < 1,667$), so the hypothesis is rejected or there is no effect of Creativity (X_3) on Students Entrepreneurial Intention of SM 17 Magelang Academic Year 2018/2019 (Y).

In theory, it has been stated by the opinions of several experts in the study of theory regarding the factors that affect Entrepreneurial Intention, one of which is Creativity. However, this is contrary to the opinions of previous experts. According to Munandar (2014) states that creativity is assumed to be something that is owned or not owned, and not much can be done through education to influence it. This is further strengthened by Yanto (in Devi, 2018) mentioning the Entrepreneurial Intention is the ability to vent to fulfill life needs and solve life problems, advance business or create new businesses with the most important strength, namely the courage to create new businesses. People who are creative, without self-efficacy, will not dare to try other entrepreneurship opinions according to Al-khalili (in Larissa Yohana, 2016) mentioning that Creativity is not someone's innate talent from birth. Creativity is something that can be learned and done by anyone through a certain process.

This is reinforced by the results of research by Steven Leonadi (2017) with the title "*Pengaruh Motivasi dan Kreativitas Terhadap Minat*

Berwirausaha". The results of this study show that: 1) there is a positive and significant influence of Motivation on Entrepreneurial Intention ($t_{\text{count}} = 5,332 > t_{\text{table}} = 2,052$); 2) there is no positive and significant effect of Creativity on Entrepreneurial Intention ($t_{\text{count}} = 1,590 < t_{\text{table}} = 2,052$); 3) there is a positive and significant influence of Motivation and Creativity together on Entrepreneurial Intention (sig F value $0,000 < 0,05$).

Another study by Devi Noviasari, et al (2018) with the title "*Analisis Pengaruh Kualitas Pembelajaran Kewirausahaan, Kreativitas, dan Modal Sosial Terhadap Minat Wirausaha dengan Efikasi Diri Sebagai Variabel Intervening*". The results of this study indicate that: 1) there is no positive and significant effect on Entrepreneurship Learning Quality on Self-Efficacy with a coefficient of 0.094 and a sig value of 0.453; 2) there is a positive and significant effect of Creativity on Self-Efficacy with a coefficient of 0,637 and a value of sig 0,000; 3) there is a positive and significant influence of Social Capital on Self-Efficacy with a coefficient of 0,265 and a sig value of 0,044; 4) there is a positive and significant effect of Entrepreneurship Learning Quality on Entrepreneurial Intention with a coefficient of 0,513 and a sig value of 0,000; 5) there is no positive and significant effect of Creativity on Entrepreneurial Intention with a coefficient of 0,033 and sig 0,470; 6) there is a positive and significant effect of social capital on Entrepreneurial Intention with a coefficient of 0,274 and a value of sig 0,000; 7) there is a positive and significant effect

of Self-Efficacy on Entrepreneurial Intention with a coefficient of 0,188 and a sig value of 0,001.

In addition to the two previous studies that supported this study there was another study by Wendita Lastrina which supported the results of this study with the title "*Analisis Pengaruh Motivasi Berprestasi, Kepemimpinan, dan Kreativitas Terhadap Minat Berwirausaha Mahasiswa*". The results of this study indicate that: 1) there is no positive and significant effect of Achievement Motivation on Student Entrepreneurial Intention ($t_{\text{count}} = 0,315 < t_{\text{table}} = 1,984$); 2) there is a positive and significant effect of Leadership on Student Entrepreneurial Intention ($t_{\text{count}} = 3,663 > t_{\text{table}} = 1,984$); 3) there is no positive and significant effect of Creativity on Student Entrepreneurial Intention ($t_{\text{count}} = 0,945 < t_{\text{table}} = 1,984$); 4) there is a positive and significant effect of Achievement Motivation, Leadership, Creativity together on Student Entrepreneurial Intention ($F_{\text{count}} 17,250 > F_{\text{table}} = 3,9402$).

Low Creativity does not fully effect low Entrepreneurial Intention. Things that need to be considered in terms of creating. There are still many students who have not been able to create a business.

E. Research Limitation

This study has several limitations as follows:

1. This research only investigates three factors that can effect of Entrepreneurial Intention, namely Autonomy, Family Environment, and Creativity. Where Autonomy only contributes 8,7%; The Family

Environment only contributes 24,2%; and Creativity only gives a contribution of 0,2%. Total shows that Autonomy (X_1), Family Environment (X_2), and Creativity (X_3) jointly influence the Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 for only 33,1% and there are still around 66,9% is likely influenced by factors or variables other than in this study.

2. Completing this questionnaire coincides with the teacher meetings so that students fill out the questionnaire unfocused and in a hurry so that the answers given or filled out have not been able to provide an overview of the actual answers.
3. The inadequate statement used in this questionnaire so that the result obtained are less than optimal.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion described in chapter IV before, the conclusions are as follows:

1. There is a positive and significant effect of Autonomy (X_1) on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 (Y) as evidenced by the coefficients that are positive, namely $t_{count} > t_{table}$ ($2,777 > 1,9966$) and the sig value. ($0,007 < 0,05$).
2. There is a positive and significant effect of the Family Environment (X_2) on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 (Y) as evidenced by the coefficient which is positive, namely $t_{count} > t_{table}$ ($3,833 > 1,9966$) and sig. ($0,00 < 0,05$).
3. There is no positive and significant effect on Creativity (X_3) on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 (Y) as evidenced by the coefficient which is positive $t_{count} < t_{table}$ ($0,005 < 1,9966$) and the sig value. ($0,996 > 0,05$).

B. Implication

Based on the conclusions taken from this study, it can be presented that the implications are as follows:

1. It is proven that Autonomy provides a positive effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher the autonomy, the students'

entrepreneurial intention will increase, and vice versa. Based on these results, efforts are needed to improve autonomy so that students' entrepreneurial intention will also increase.

2. It is proven that the Family Environment has a positive effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher the Family Environment, the students' entrepreneurial intention will increase, and vice versa. Based on these results, it takes effort to increase support from the Family Environment so that the students' entrepreneurial intention will also increase.
3. It is proven that Creativity does not effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher Creativity, the students' entrepreneurial intention is not necessarily increasingly rising, and vice versa. Based on this, high creativity is not enough to increase student entrepreneurial intention.

C. Suggestion

Based on the results of the discussion, conclusions and implications, the following suggestions can be conveyed:

1. For Students

Based on the Autonomy statement number 21 questionnaire, students are expected don' be in a hurry and panic when facing a difficult situation and solved a problem. Based on Creativity statement number 24 and 29 questionnaire, students are expected to be able to try to learn things

that they can make themselves because it will train and develop their creativity so that later they will get used to making things by themselves.

2. For families

Based on the Family Environment questionnaire statement number 20, it is expected that families can direct and motivate their children to become entrepreneurs. There is no harm in training and directing children to become entrepreneurs because it is undeniable that children need to be equipped with knowledge not only knowledge in science but also skills in knowledge that is through entrepreneurship.

3. For Schools

Based on the questionnaire on Entrepreneurial Intention statements number 6 and 22, there needs to be an increase for the school in terms of understanding and training for students to have an interest in entrepreneurship, not just being prepared to become prospective graduates who are only job seekers.

4. For Researchers

Based on the results of the study it can be obtained that Autonomy, Family Environment, and Creativity together towards Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019 only gives an effect of 33,1% and there are still 66,9% likely to be influenced by factors or variables others not examined in this study. Based on these results researchers suggest for further research to be able to conduct research on other factors or variables that have not been studied in

this study in order to find out which factors or variables can influence the Entrepreneurial Intention.

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APPENDIX

Appendix 1. Test Questionnaire for Research Instrument

ANGKET UJI COBA INSTRUMEN PENELITIAN

Kepada,

Yth. Siswa Siswi Kelas XI Program Keahlian Akuntansi

SMK Bhakti Karya Magelang

Indonesia adalah negara dengan banyak sumber daya manusia yang berkompeten. Salah satunya adalah calon lulusan SMK yang memang dipersiapkan untuk siap terjun ke dunia kerja. Namun, pada kenyataannya mencari pekerjaan di era sekarang tidaklah mudah. Hal inilah yang mendorong banyak orang tak terkecuali siswa SMK untuk berwirausaha. Terkait dengan hal tersebut saya selaku peneliti ingin meneliti terkait dengan minat berwirausaha adik-adik semua.

Berkaitan dengan hal tersebut, saya mengharapkan bantuan adik-adik untuk memberikan jawaban atas pertanyaan dalam angket penelitian ini dengan kenyataan dan keadaan yang sebenar-benarnya. Jawaban yang adik-adik berikan tidak akan disalahgunakan, akan tetapi semata-mata hanya untuk keperluan penelitian yang saya lakukan dan bersifat rahasia. Adapun penulisan identitas adik-adik hanya untuk mempermudah pengolahan data saja.

Penelitian ini tidak akan berarti tanpa adanya bantuan dari adik-adik. Atas bantuan dan kerjasamanya saya ucapkan terimakasih.

Sleman, 15 April 2019

Peneliti,

Agnes Widyaningrum S.

NIM. 15803241011

A. Identitas Responden

Nama :

Kelas :

B. Petunjuk Pengisian:

1. Bacalah pernyataan di bawah ini dengan cermat dan teliti.
2. Berilah tanda *check list* (√) pada pilihan jawaban yang menurut saudara paling sesuai dengan keadaan saudara.
3. Semua jawaban dari pernyataan diharapkan tidak ada yang dikosongkan.
4. Pengisian angket ini tidak ada pengaruhnya terhadap penilaian hasil belajar saudara di sekolah, namun akan sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan Tugas Akhir Skripsi saya. Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri saudara.

Keterangan:

SS	: Sangat Setuju	SL	: Selalu
S	: Setuju	SR	: Sering
N	: Netral	KK	: Kadang-Kadang
TS	: Tidak Setuju	JR	: Jarang
STS	: Sangat Tidak Setuju	TP	: Tidak Pernah

Atas perhatian dan kesediaan dalam pengisian angket ini saya ucapkan

“TERIMA KASIH ☺”

NO	PERNYATAAN	SS	S	N	TS	STS
1.	Apabila saya menjual produk yang akan saya jual, saya akan mempelajari dan memahami terlebih dahulu produk tersebut.					
2.	Saya tidak tertarik berwirausaha karena keuntungan menjadi wirausaha tidak pasti.					
3.	Keluarga saya mengajarkan untuk bersikap jujur dalam berwirausaha.					
4.	Saya tidak siap menghadapi segala resiko yang akan terjadi pada usaha saya.					
5.	Saya mengetahui target pasar yang akan saya tuju.					
6.	Keluarga memberikan dukungan kepada saya dalam berwirausaha.					
7.	Orang tua mengatur dan menentukan jalan hidup yang akan saya jalani.					
8.	Saya tertarik berwirausaha karena mencari pekerjaan susah.					
9.	Saya tidak pernah memiliki ide yang berbeda dengan orang lain.					
10.	Keluarga tidak memberikan dukungan secara finansial kepada saya.					

11.	Saya yakin bahwa suatu saat nanti saya akan menjadi wirausaha yang sukses.					
12.	Saya membuat sesuatu yang bernilai guna (misal: membuat kerajinan dari barang bekas namun bernilai jual).					
13.	Saya tidak sabar dan malas berusaha untuk meraih kesuksesan saya.					
14.	Saya dapat menggunakan barang/benda tidak hanya sesuai fungsi aslinya saja.					
15.	Saya menjadi pelopor (orang pertama) dalam mengambil suatu tindakan.					
16.	Saya dapat menghasilkan sesuatu yang bermanfaat bagi orang lain dengan kemampuan yang saya miliki.					
17.	Saya menyelesaikan setiap masalah yang datang menghampiri.					
18.	Saya memilih untuk melaksanakan kegiatan wirausaha untuk melepaskan ketegangan pikiran saya.					
19.	Saya bangga dapat berwirausaha untuk menciptakan lapangan pekerjaan.					

20.	Saya tidak memiliki rencana untuk berwirausaha.					
21.	Saya tidak suka menambahkan aksesoris pada barang yang saya miliki.					
22.	Keluarga tidak memberikan saran jenis wirausaha apa yang sesuai dengan saya.					
23.	Keluarga saya siap memberikan modal untuk saya berwiraushaa.					
24.	Saya menjual makanan/barang yang sama persis yang dijual di sekolahan dan saya jual ke teman-teman saya.					
25	Perpaduan warna yang saya lakukan dapat diterima oleh teman-teman saya.					

NO	PERNYATAAN	SL	SR	KK	JR	TP
26.	Saya mampu mengerjakan tugas sesuai dengan bidang keahlian saya.					
27.	Saya merasa senang apabila ada yang mendukung saya menjadi wiraushaa.					
28.	Saya tidak tahu apa yang harus saya lakukan untuk memulai usaha saya.					

29.	Keluarga saya mengarahkan saya untuk menjadi seorang wirausaha.					
30.	Saya panik dan tergesa-gesa dalam menghadapi situasi yang sulit.					
31.	Saya berkeinginan berwirausaha meskipun terlalu banyak resiko.					
32.	Saya mengubah setiap barang yang saya miliki sehingga memiliki tampilan yang berbeda dengan orang lain (misal: tas yang saya miliki saya tambah dengan aksesoris seperti gantungan kunci).					
33.	Saya memenuhi barang kebutuhan sehari-hari dengan membuat sendiri (misal: keset dari kain perca).					
34.	Saya bekerja keras untuk mengejar prestasi yang saya inginkan dan capai.					
35.	Keluarga saya mengajarkan untuk bersikap pantang menyerah dalam berwirausaha.					
36.	Teman-teman saya takjub dengan kemampuan saya dalam mengkombinasikan sesuatu.					
37.	Saya memutuskan sendiri pilihan karier dan jalan hidup yang akan saya jalani termasuk berwirausaha.					

38.	Keluarga tidak memberikan solusi pada permasalahan yang saya hadapi.					
39.	Keluarga membebaskan saya untuk memilih dan menentukan jenis wirausaha yang akan saya jalani					
40.	Saya mengambil sikap sesuai dengan permasalahannya bukan berdasarkan cara/pendapat kebanyakan orang.					
41.	Saya membuat usaha baru bersama teman-teman sekolah saya (misal: membuka les tutor sebaya belajar akuntansi).					
42.	Kegagalan yang saya alami menjadikan saya lebih semangat untuk berusaha.					
43.	Keluarga saya memberikan pengalaman dalam berwirausaha.					
44.	Kelemahan yang saya miliki menghambat saya untuk meraih kesuksesan.					
45.	Saya ingin berwirausaha karena banyak wirausaha yang sukses.					
46.	Saya tidak bisa memadupadankan sesuatu agar terlihat lebih menarik.					

47.	Pendapat saya dijadikan pertimbangan bagi teman-teman saya.					
48.	Apabila saya berwirausaha nantinya keluarga saya tidak akan membantu saya dalam mempromosikan usaha saya.					
49.	Saya melakukan apa yang menurut saya benar dan menerima konsekuensi dari setiap tindakan yang akan saya lakukan.					
50.	Saya dapat menggunakan barang/benda menjadi benda multi fungsi.					

Appendix 2. Data and Results of Test Questionnaire for Research Instruments

A. ENTREPRENEURIAL INTENTION VARIABLE (Y)

NO	NAMA	PERNYATAAN												TOTAL
		1	2	4	5	8	19	20	26	27	28	31	45	
1	Responden 1	3	4	4	2	3	5	5	4	5	4	5	5	49
2	Responden 2	3	4	3	4	3	4	3	4	4	3	3	3	41
3	Responden 3	3	4	4	3	3	4	4	2	5	5	4	5	46
4	Responden 4	4	4	2	4	2	4	2	4	3	3	2	2	36
5	Responden 5	4	4	4	4	4	4	3	5	3	4	2	4	45
6	Responden 6	5	4	4	4	5	5	4	5	5	3	5	5	54
7	Responden 7	4	4	4	4	4	4	1	4	4	3	4	4	44
8	Responden 8	3	4	3	4	5	5	3	3	5	5	2	4	46
9	Responden 9	5	3	4	4	3	4	4	5	5	3	5	4	49
10	Responden 10	3	2	2	3	3	3	3	3	2	5	3	3	35
11	Responden 11	4	4	4	4	4	4	4	3	5	4	5	5	50
12	Responden 12	2	4	2	2	1	3	5	4	1	4	1	1	30
13	Responden 13	5	4	4	4	2	4	3	5	3	4	2	4	44
14	Responden 14	4	4	4	4	5	4	4	5	5	4	4	4	51
15	Responden 15	4	4	4	3	2	4	4	3	5	4	4	4	45
16	Responden 16	4	3	4	2	3	4	3	3	2	3	4	4	39
17	Responden 17	4	4	4	4	3	5	4	5	5	4	5	5	52
18	Responden 18	3	3	3	4	5	4	4	4	4	5	4	5	48
19	Responden 19	4	2	2	3	1	4	4	3	3	2	1	1	30
20	Responden 20	4	4	3	4	5	4	4	4	4	2	4	5	47

21	Responden 21	5	4	4	3	3	5	4	4	5	3	5	5	50
22	Responden 22	5	4	4	3	3	5	4	4	5	3	5	5	50
23	Responden 23	5	4	4	4	4	5	4	3	2	4	4	4	47
24	Responden 24	5	4	4	4	5	5	4	5	5	3	5	5	54
25	Responden 25	4	4	4	4	4	4	3	5	3	4	2	4	45
26	Responden 26	4	4	4	3	4	4	5	3	5	3	3	4	46
27	Responden 27	2	4	2	2	1	2	5	4	3	1	1	1	28
28	Responden 28	4	4	4	3	2	4	4	3	5	4	5	4	46
29	Responden 29	3	4	4	4	2	4	3	5	5	2	4	2	42
30	Responden 30	3	4	4	3	3	4	4	2	5	5	4	5	46

B. AUTONOMY VARIABLE (X₁)

NO	NAMA	PERNYATAAN															TOTAL	
		7	9	11	13	15	16	17	18	30	34	37	40	42	44	47		49
1	Responden 1	3	3	5	5	3	4	4	4	3	5	4	4	4	3	3	4	61
2	Responden 2	4	4	3	3	3	4	4	3	3	5	3	4	4	3	3	4	57
3	Responden 3	4	3	4	4	3	3	4	4	3	4	3	4	3	5	3	4	58
4	Responden 4	4	2	2	4	2	2	4	2	2	4	4	4	4	3	3	4	50
5	Responden 5	2	4	5	4	4	4	4	4	3	4	5	5	4	4	3	5	64
6	Responden 6	4	4	5	4	4	5	5	5	3	5	4	5	5	3	3	5	69
7	Responden 7	3	3	4	5	3	3	4	3	2	4	4	4	4	3	4	4	57
8	Responden 8	3	4	5	3	4	5	4	4	4	5	3	5	5	1	5	5	65

9	Responden 9	4	4	4	5	4	5	5	5	4	5	5	5	5	1	5	5	71
10	Responden 10	3	4	5	3	2	4	5	4	5	3	5	4	3	3	2	5	60
11	Responden 11	2	2	4	4	4	4	4	4	4	5	5	5	5	5	5	5	67
12	Responden 12	4	2	2	5	5	4	5	3	3	5	4	5	4	1	1	4	57
13	Responden 13	2	4	4	5	4	4	4	4	3	3	5	5	4	4	3	5	63
14	Responden 14	1	4	4	4	5	5	5	5	4	4	4	4	5	3	4	5	66
15	Responden 15	4	3	4	4	2	4	3	4	3	5	3	3	5	4	3	3	57
16	Responden 16	5	3	4	3	2	3	3	3	4	4	2	2	4	5	3	5	55
17	Responden 17	4	3	4	4	4	5	5	4	4	5	3	4	5	5	5	5	69
18	Responden 18	1	3	5	4	3	5	4	5	2	5	4	3	1	2	3	1	51
19	Responden 19	3	2	2	3	2	2	3	2	1	5	2	3	2	1	5	5	43
20	Responden 20	3	2	4	3	3	5	4	4	2	5	4	2	5	1	4	4	55
21	Responden 21	3	3	5	5	4	5	4	3	3	5	5	5	5	3	4	5	67
22	Responden 22	3	3	5	5	4	5	4	3	4	5	5	5	5	3	4	5	68
23	Responden 23	2	3	4	5	3	5	4	3	3	4	4	4	5	3	3	4	59
24	Responden 24	4	4	5	4	4	5	4	5	2	5	2	5	5	3	3	5	65
25	Responden 25	2	4	5	4	4	4	4	4	3	4	5	5	4	4	3	5	64
26	Responden 26	2	3	5	5	2	4	4	4	3	5	4	5	4	5	3	5	63
27	Responden 27	4	4	2	4	4	3	3	3	5	4	5	3	4	4	3	4	59
28	Responden 28	4	3	4	4	2	4	3	4	3	5	3	3	5	4	3	3	57
29	Responden 29	2	4	5	4	2	3	4	2	3	4	3	5	5	3	3	5	57
30	Responden 30	4	3	4	4	4	3	4	4	3	5	3	4	3	5	3	4	60

C. FAMILY ENVIRONMENT VARIABLE (X₂)

NO	NAMA	PERNYATAAN											TOTAL
		3	6	10	22	23	29	35	38	39	43	48	
1	Responden 1	5	5	4	4	4	4	5	4	2	5	4	46
2	Responden 2	4	3	4	4	3	2	4	4	2	2	4	36
3	Responden 3	3	3	4	3	4	5	4	5	5	3	5	44
4	Responden 4	4	2	4	2	4	2	4	3	4	4	4	37
5	Responden 5	5	4	4	4	4	2	5	5	5	3	5	46
6	Responden 6	5	5	4	4	5	5	5	5	5	5	5	53
7	Responden 7	5	4	4	4	3	4	5	4	4	4	4	45
8	Responden 8	5	5	4	1	3	3	5	5	1	5	5	42
9	Responden 9	5	3	4	4	5	4	5	4	5	5	3	47
10	Responden 10	4	3	4	3	3	5	3	3	3	3	3	37
11	Responden 11	4	4	4	2	4	5	5	5	5	5	1	44
12	Responden 12	5	1	4	4	1	1	5	3	5	1	3	33
13	Responden 13	5	3	4	4	4	2	5	5	5	3	5	45
14	Responden 14	3	4	4	4	4	5	5	3	4	5	5	46
15	Responden 15	5	4	4	4	4	4	5	4	4	5	4	47
16	Responden 16	3	2	5	4	3	1	5	4	4	2	5	38
17	Responden 17	5	5	4	2	4	1	5	5	4	5	3	43
18	Responden 18	5	5	4	5	5	5	1	5	1	5	4	45
19	Responden 19	5	2	2	4	2	2	2	3	3	1	1	27
20	Responden 20	5	5	4	4	5	5	5	4	4	5	4	50

21	Responden 21	5	4	4	4	3	3	4	5	5	4	3	44
22	Responden 22	5	4	4	3	3	3	4	5	5	4	3	43
23	Responden 23	5	3	4	4	3	2	5	4	4	1	5	40
24	Responden 24	5	5	4	4	5	5	5	5	5	5	5	53
25	Responden 25	5	4	4	4	4	2	5	5	5	3	5	46
26	Responden 26	5	4	5	5	4	3	1	3	3	3	5	41
27	Responden 27	5	1	4	4	5	1	5	5	5	5	5	45
28	Responden 28	5	4	4	4	4	4	5	4	4	5	4	47
29	Responden 29	5	4	4	4	4	5	4	5	3	3	5	46
30	Responden 30	3	3	4	3	4	5	5	5	5	3	5	45

D. CREATIVITY VARIABLE (X₃)

NO	NAMA	PERNYATAAN											TOTAL
		12	14	21	24	25	32	33	36	41	46	50	
1	Responden 1	3	3	4	2	3	3	2	3	1	3	5	32
2	Responden 2	2	4	3	4	3	3	1	3	2	4	3	32
3	Responden 3	3	3	4	4	3	3	2	3	1	4	2	32
4	Responden 4	2	4	4	4	4	3	2	3	1	3	4	34
5	Responden 5	5	4	3	3	4	1	1	3	3	3	3	33
6	Responden 6	5	4	4	3	3	5	2	3	1	3	3	36
7	Responden 7	4	4	3	3	4	4	3	4	3	4	4	40
8	Responden 8	4	4	3	1	3	5	5	2	2	1	5	35

9	Responden 9	5	4	4	2	4	4	5	4	4	3	4	43
10	Responden 10	2	4	3	4	3	3	5	2	1	3	1	31
11	Responden 11	4	4	4	4	4	5	5	2	5	1	5	43
12	Responden 12	3	4	3	4	1	1	2	2	1	4	3	28
13	Responden 13	4	4	3	3	4	1	1	3	3	3	3	32
14	Responden 14	4	4	4	4	4	4	4	4	5	4	5	46
15	Responden 15	3	3	3	3	3	3	2	3	3	3	3	32
16	Responden 16	3	4	3	4	3	3	4	3	1	3	4	35
17	Responden 17	4	3	5	2	4	5	5	4	3	1	5	41
18	Responden 18	3	2	4	5	5	5	3	2	1	3	1	34
19	Responden 19	3	3	4	1	3	1	1	4	1	3	3	27
20	Responden 20	4	4	3	3	3	2	1	3	1	2	4	30
21	Responden 21	4	3	4	3	4	1	1	4	3	4	2	33
22	Responden 22	4	3	3	3	4	1	1	4	3	4	3	33
23	Responden 23	5	4	4	4	4	4	3	2	1	4	5	40
24	Responden 24	5	4	4	3	3	5	2	3	1	3	3	36
25	Responden 25	5	4	3	3	4	1	1	3	3	3	3	33
26	Responden 26	4	4	5	2	3	3	2	4	1	4	3	35
27	Responden 27	2	3	3	5	3	4	3	2	2	4	3	34
28	Responden 28	3	3	4	3	3	3	2	3	3	3	3	33
29	Responden 29	4	2	3	2	4	2	2	3	3	3	5	33
30	Responden 30	3	4	4	4	3	3	2	3	1	4	2	33

Appendix 3. Validity Test and Reliability

A. VALIDITY TEST

1. VALIDITY TEST OF ENTREPRENEURIAL INTENTION

BUTIR ANGKET	TOTAL		N	KETERANGAN
	PEARSON CORRELATION	Sig (2- tailed)		
1	.586**	,001	30	VALID
2	.404*	,027	30	VALID
4	.801**	,000	30	VALID
5	.489**	,006	30	VALID
8	.713**	,000	30	VALID
19	.763**	,000	30	VALID
20	,072	,705	30	TIDAK VALID
26	,248	,186	30	TIDAK VALID
27	.712**	,000	30	VALID
28	,296	,113	30	TIDAK VALID
31	.799**	,000	30	VALID
45	.900**	,000	30	VALID

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

2. VALIDITY TEST OF AUTONOMY

BUTIR ANGKET	TOTAL		N	KETERANGAN
	PEARSON CORRELATION	Sig (2- tailed)		
7	-,071	,709	30	TIDAK VALID
9	.486**	,006	30	VALID
11	.536**	,002	30	VALID
13	.381*	,038	30	VALID
15	.636**	,000	30	VALID
16	.663**	,000	30	VALID
17	.538**	,002	30	VALID
18	.543**	,002	30	VALID
30	.566**	,001	30	VALID
34	,100	,598	30	TIDAK VALID
37	.440*	,015	30	VALID
40	.648**	,000	30	VALID
42	.615**	,000	30	VALID
44	,217	,250	30	TIDAK VALID
47	,254	,175	30	TIDAK VALID
49	.509**	,004	30	VALID

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

3. VALIDITY TECT OF FAMILY ENVIRONMENT

BUTIR ANGKET	TOTAL		N	KETERANGAN
	PEARSON CORRELATION	Sig (2- tailed)		
3	,177	,350	30	TIDAK VALID
6	.649**	,000	30	VALID
10	,345	,062	30	TIDAK VALID
22	,141	,457	30	TIDAK VALID
23	.795**	,000	30	VALID
29	.543**	,002	30	VALID
35	.406*	,026	30	VALID
38	.574**	,001	30	VALID
39	,285	,127	30	TIDAK VALID
43	.722**	,000	30	VALID
48	.457*	,011	30	VALID

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

4. VALIDITY TEST OF CREATIVITY

BUTIR ANGKET	TOTAL		N	KETERANGAN
	PEARSON CORRELATION	Sig (2- tailed)		
12	.438*	,015	30	VALID
14	,240	,201	30	TIDAK VALID
21	.385*	,035	30	VALID
24	,068	,722	30	TIDAK VALID
25	.492**	,006	30	VALID
32	.644**	,000	30	VALID
33	.648**	,000	30	VALID
36	0,200	,289	30	TIDAK VALID
41	.590**	,001	30	VALID
46	-,179	,345	30	TIDAK VALID
50	.528**	,003	30	VALID

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

B. RELIABILITY TEST

1. RELIABILITY TEST OF ENTREPRENEURIAL INTENTION

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.750	10

2. RELIABILITY TEST OF AUTONOMY

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.729	13

3. RELIABILITY TEST OF FAMILY ENVIRONMENT

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.719	8

4. RELIABILITY TEST OF CREATIVITY

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.725	8

Appendix 4. Research Questionnaire

ANGKET UJI COBA INSTRUMEN PENELITIAN

Kepada,

Yth. Siswa Siswi Kelas X dan XI Program Keahlian Akuntansi

SMK 17 Magelang

Indonesia adalah negara dengan banyak sumber daya manusia yang berkompeten. Salah satunya adalah calon lulusan SMK yang memang dipersiapkan untuk siap terjun ke dunia kerja. Namun, pada kenyataannya mencari pekerjaan di era sekarang tidaklah mudah. Hal inilah yang mendorong banyak orang tak terkecuali siswa SMK untuk berwirausaha. Terkait dengan hal tersebut saya selaku peneliti ingin meneliti terkait dengan minat berwirausaha adik-adik semua.

Berkaitan dengan hal tersebut, saya mengharapkan bantuan adik-adik untuk memberikan jawaban atas pertanyaan dalam angket penelitian ini dengan kenyataan dan keadaan yang sebenar-benarnya. Jawaban yang adik-adik berikan tidak akan disalahgunakan, akan tetapi semata-mata hanya untuk keperluan penelitian yang saya lakukan dan bersifat rahasia. Adapun penulisan identitas adik-adik hanya untuk mempermudah pengolahan data saja.

Penelitian ini tidak akan berarti tanpa adanya bantuan dari adik-adik. Atas bantuan dan kerjasamanya saya ucapkan terimakasih.

Sleman, 27 April 2019

Peneliti,

Agnes Widyaningrum S.

NIM. 15803241011

A. Identitas Responden

Nama :

Kelas :

B. Petunjuk Pengisian:

5. Bacalah pernyataan di bawah ini dengan cermat dan teliti.
6. Berilah tanda *check list* (√) pada pilihan jawaban yang menurut saudara paling sesuai dengan keadaan saudara.
7. Semua jawaban dari pernyataan diharapkan tidak ada yang dikosongkan.
8. Pengisian angket ini tidak ada pengaruhnya terhadap penilaian hasil belajar saudara di sekolah, namun akan sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan Tugas Akhir Skripsi saya. Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri saudara.

Keterangan:

SS	: Sangat Setuju	SL	: Selalu
S	: Setuju	SR	: Sering
N	: Netral	KK	: Kadang-Kadang
TS	: Tidak Setuju	JR	: Jarang
STS	: Sangat Tidak Setuju	TP	: Tidak Pernah

Atas perhatian dan kesediaan dalam pengisian angket ini saya ucapkan

“TERIMA KASIH ☺”

NO	PERNYATAAN	SS	S	N	TS	STS
1.	Apabila saya menjual produk yang akan saya jual, saya akan mempelajari dan memahami terlebih dahulu produk tersebut.					
2.	Saya tidak tertarik berwirausaha karena keuntungan menjadi wirausaha tidak pasti.					
3.	Saya tidak siap menghadapi segala resiko yang akan terjadi pada usaha saya.					
4.	Saya mengetahui target pasar yang akan saya tuju.					
5.	Keluarga memberikan dukungan kepada saya dalam berwirausaha.					
6.	Saya tertarik berwirausaha karena mencari pekerjaan susah.					
7.	Saya tidak pernah memiliki ide yang berbeda dengan orang lain.					
8.	Saya yakin bahwa suatu saat nanti saya akan menjadi wirausaha yang sukses.					
9.	Saya membuat sesuatu yang bernilai guna (misal: membuat kerajinan dari barang bekas namun bernilai jual).					

10.	Saya tidak sabar dan malas berusaha untuk meraih kesuksesan saya.					
11.	Saya menjadi pelopor (orang pertama) dalam mengambil suatu tindakan.					
12.	Saya dapat menghasilkan sesuatu yang bermanfaat bagi orang lain dengan kemampuan yang saya miliki.					
13.	Saya menyelesaikan setiap masalah yang datang menghampiri.					
14.	Saya memilih untuk melaksanakan kegiatan wirausaha untuk melepaskan ketegangan pikiran saya.					
15.	Saya bangga dapat berwirausaha untuk menciptakan lapangan pekerjaan.					
16.	Saya tidak suka menambahkan aksesoris pada barang yang saya miliki.					
17.	Keluarga saya siap memberikan modal untuk saya berwiraushaa.					
18.	Perpaduan warna yang saya lakukan dapat diterima oleh teman-teman saya.					

NO	PERNYATAAN	SL	SR	KK	JR	TP
19.	Saya merasa senang apabila ada yang mendukung saya menjadi wiraushaa.					
20.	Keluarga saya mengarahkan saya untuk menjadi seorang wirausaha.					
21.	Saya panik dan tergesa-gesa dalam menghadapi situasi yang sulit.					
22.	Saya berkeinginan berwirausaha meskipun terlalu banyak resiko.					
23.	Saya mengubah setiap barang yang saya miliki sehingga memiliki tampilan yang berbeda dengan orang lain (misal: tas yang saya miliki saya tambah dengan aksesoris seperti gantungan kunci).					
24.	Saya memenuhi barang kebutuhan sehari-hari dengan membuat sendiri (misal: keset dari kain perca).					
25.	Keluarga saya mengajarkan untuk bersikap pantang menyerah dalam berwirausaha.					
26.	Saya memutuskan sendiri pilihan karier dan jalan hidup yang akan saya jalani termasuk berwirausaha.					

27.	Keluarga tidak memberikan solusi pada permasalahan yang saya hadapi.					
28.	Saya mengambil sikap sesuai dengan permasalahannya bukan berdasarkan cara/pendapat kebanyakan orang.					
29.	Saya membuat usaha baru bersama teman-teman sekolah saya (misal: membuka les tutor sebaya belajar akuntansi).					
30.	Kegagalan yang saya alami menjadikan saya lebih semangat untuk berusaha.					
31.	Keluarga saya memberikan pengalaman dalam berwirausaha.					
32.	Saya ingin berwirausaha karena banyak wirausaha yang sukses.					
33.	Apabila saya berwirausaha nantinya keluarga saya tidak akan membantu saya dalam mempromosikan usaha saya.					
34.	Saya melakukan apa yang menurut saya benar dan menerima konsekuensi dari setiap tindakan yang akan saya lakukan.					
35.	Saya dapat menggunakan barang/benda menjadi benda multi fungsi.					

Appendix 5. Data of Research Questionnaire Results

A. ENTREPRENEURIAL INTENTION

KELAS	NO	NAMA	PERNYATAAN									Total
			1	2	3	4	6	15	19	22	32	
X AK 1	1	Responden 1	5	4	2	5	5	5	4	3	5	38
	2	Responden 2	3	3	2	2	3	5	5	2	3	28
	3	Responden 3	5	3	1	4	2	5	4	1	1	26
	4	Responden 4	3	5	4	4	5	5	5	5	5	41
	5	Responden 5	3	3	3	4	1	3	1	1	1	20
	6	Responden 6	4	5	4	4	2	5	5	4	4	37
	7	Responden 7	4	4	4	3	2	5	4	5	5	36
	8	Responden 8	4	4	4	4	5	5	5	2	5	38
	9	Responden 9	5	3	4	3	4	5	3	5	4	36
	10	Responden 10	5	3	5	4	3	5	5	3	4	37
	11	Responden 11	4	2	4	4	3	4	2	2	4	29
	12	Responden 12	4	4	4	3	2	5	5	4	5	36
	13	Responden 13	4	5	4	4	2	4	5	4	5	37
	14	Responden 14	4	5	3	3	3	5	5	4	5	37
	15	Responden 15	5	3	2	5	4	4	4	2	4	33
	16	Responden 16	5	4	4	4	4	5	5	5	5	41
X AK 2	17	Responden 17	3	2	4	4	4	5	5	5	4	36
	18	Responden 18	4	4	3	4	2	5	5	4	5	36
	19	Responden 19	3	4	4	3	2	4	4	3	4	31
	20	Responden 20	3	3	4	4	2	4	5	3	5	33

	21	Responden 21	4	3	4	3	3	4	5	4	5	35
	22	Responden 22	3	3	4	4	4	4	3	2	5	32
	23	Responden 23	3	4	3	4	4	4	5	4	5	36
	24	Responden 24	5	3	5	2	2	5	4	4	4	34
	25	Responden 25	3	3	4	4	3	5	5	2	4	33
	26	Responden 26	4	4	3	3	4	4	4	5	5	36
	27	Responden 27	4	4	3	4	4	4	4	2	4	33
	28	Responden 28	4	4	3	4	3	5	5	5	5	38
	29	Responden 29	3	3	4	3	4	5	5	3	5	35
	30	Responden 30	4	4	3	3	3	5	4	3	5	34
	31	Responden 31	5	4	4	5	4	4	5	5	5	41
XI AK 1	32	Responden 32	4	4	4	3	2	4	3	4	5	33
	33	Responden 33	4	4	4	3	3	4	3	3	3	31
	34	Responden 34	4	5	4	5	4	5	5	5	5	42
	35	Responden 35	4	5	4	4	2	4	4	4	5	36
	36	Responden 36	4	4	4	4	3	4	5	4	5	37
	37	Responden 37	4	4	5	5	3	4	2	4	4	35
	38	Responden 38	4	3	4	3	4	5	4	2	3	32
	39	Responden 39	2	4	4	3	4	4	5	3	3	32
	40	Responden 40	4	5	4	4	4	4	5	4	3	37
	41	Responden 41	4	3	3	4	3	3	3	4	3	30
	42	Responden 42	4	4	5	4	4	3	3	3	3	33
	43	Responden 43	4	3	4	3	4	5	5	2	4	34
	44	Responden 44	4	4	3	4	4	5	5	4	5	38

	45	Responden 45	3	4	3	3	2	4	4	3	4	30
	46	Responden 46	5	5	4	4	5	5	5	5	5	43
	47	Responden 47	4	4	2	4	3	5	5	5	5	37
	48	Responden 48	5	5	4	3	3	5	5	4	4	38
	49	Responden 49	4	4	3	4	3	4	5	3	4	34
	50	Responden 50	3	3	4	3	3	3	2	1	2	24
XI AK 2	51	Responden 51	4	4	2	2	4	5	5	4	4	34
	52	Responden 52	4	4	4	4	2	5	5	4	3	35
	53	Responden 53	5	5	4	4	2	5	5	4	5	39
	54	Responden 54	4	5	4	3	4	5	5	4	5	39
	55	Responden 55	5	4	5	4	5	4	3	3	5	38
	56	Responden 56	4	5	3	3	4	3	5	3	3	33
	57	Responden 57	5	4	5	4	3	5	5	5	5	41
	58	Responden 58	4	4	4	3	5	4	3	3	5	35
	59	Responden 59	3	4	3	4	3	4	3	4	3	31
	60	Responden 60	4	5	4	4	4	4	5	4	4	38
	61	Responden 61	4	4	4	3	3	5	5	4	3	35
	62	Responden 62	2	4	3	2	2	3	5	3	3	27
	63	Responden 63	3	3	3	3	1	4	3	4	5	29
	64	Responden 64	2	4	3	2	3	4	5	4	3	30
	65	Responden 65	4	4	3	4	2	4	3	2	3	29
	66	Responden 66	3	4	2	3	4	4	5	4	5	34
	67	Responden 67	4	4	4	5	2	5	5	4	3	36
	68	Responden 68	4	5	4	4	4	4	5	4	4	38

	69	Responden 69	4	4	3	1	2	1	2	1	4	22
	70	Responden 70	3	4	5	3	4	5	5	3	5	37
TOTAL			271	273	253	249	224	305	300	244	290	2409

B. AUTONOMY

KELAS	NO	NAMA	PERNYATAAN												Total
			7	8	10	11	12	13	14	21	26	28	30	34	
X AK 1	1	Responden 1	3	5	5	4	5	3	5	3	5	3	5	5	51
	2	Responden 2	2	3	2	4	4	4	2	1	5	3	5	5	40
	3	Responden 3	2	5	4	2	4	3	4	1	1	3	5	4	38
	4	Responden 4	4	5	4	3	4	5	5	1	4	3	5	4	47
	5	Responden 5	2	5	4	2	4	3	4	1	1	3	5	4	38
	6	Responden 6	5	5	5	3	5	4	4	5	4	4	4	4	52
	7	Responden 7	4	5	4	2	4	5	5	4	5	4	4	4	50
	8	Responden 8	5	5	5	4	5	5	5	4	5	4	4	5	56
	9	Responden 9	4	5	5	4	5	4	5	2	3	3	4	3	47
	10	Responden 10	3	5	5	3	4	3	3	3	5	5	5	5	49
	11	Responden 11	3	5	4	3	3	4	3	2	4	3	3	3	40
	12	Responden 12	2	5	5	3	5	4	5	3	4	5	5	5	51
	13	Responden 13	5	5	5	3	5	4	4	2	4	3	4	5	49
	14	Responden 14	4	5	3	2	4	3	3	2	3	3	3	5	40
	15	Responden 15	4	5	4	5	3	4	3	1	3	3	4	4	43

	16	Responden 16	4	5	5	3	5	2	1	3	4	3	5	5	45
X AK 2	17	Responden 17	2	5	4	2	4	3	4	1	1	3	5	4	38
	18	Responden 18	4	5	5	3	4	5	4	3	5	4	5	4	51
	19	Responden 19	4	4	3	2	3	3	3	2	5	3	4	4	40
	20	Responden 20	4	5	3	3	4	4	2	3	5	5	5	5	48
	21	Responden 21	3	5	4	3	4	4	4	3	4	4	4	5	47
	22	Responden 22	4	4	4	3	4	4	3	2	5	3	5	5	46
	23	Responden 23	3	5	5	4	5	5	5	3	5	3	5	4	52
	24	Responden 24	5	5	5	2	5	4	5	3	5	5	4	5	53
	25	Responden 25	4	5	4	5	5	4	5	4	5	5	5	4	55
	26	Responden 26	3	4	4	3	5	5	4	3	4	5	4	4	48
	27	Responden 27	3	5	5	3	3	3	4	3	4	4	3	3	43
	28	Responden 28	4	5	4	4	5	5	4	3	5	5	5	5	54
	29	Responden 29	3	5	5	3	5	4	5	2	4	4	5	5	50
	30	Responden 30	3	5	5	4	5	4	4	2	5	3	4	2	46
	31	Responden 31	4	4	2	3	3	4	4	3	5	4	5	4	45
XI AK 1	32	Responden 32	4	5	5	4	4	4	4	2	5	4	5	4	50
	33	Responden 33	3	5	5	3	3	4	4	4	3	4	3	4	45
	34	Responden 34	4	5	4	3	4	4	4	2	4	4	4	5	47
	35	Responden 35	4	4	2	3	3	4	4	3	5	4	5	4	45
	36	Responden 36	4	5	5	3	3	3	3	3	5	5	5	5	49
	37	Responden 37	3	5	1	3	5	3	3	2	3	3	3	5	39
	38	Responden 38	2	4	4	3	4	4	5	4	2	4	4	3	43
	39	Responden 39	4	5	4	4	4	4	4	2	3	4	5	5	48

	40	Responden 40	4	5	5	3	4	4	3	3	4	3	5	4	47
	41	Responden 41	3	5	3	3	4	4	4	4	4	3	4	4	45
	42	Responden 42	3	5	3	2	3	2	3	2	4	4	3	4	38
	43	Responden 43	4	5	4	3	5	5	4	3	5	5	5	5	53
	44	Responden 44	3	5	4	3	5	5	5	2	4	5	5	4	50
	45	Responden 45	2	4	4	2	2	3	2	4	5	4	5	4	41
	46	Responden 46	4	5	5	4	3	4	5	1	5	5	5	5	51
	47	Responden 47	4	5	4	3	5	5	4	1	5	5	5	4	50
	48	Responden 48	3	5	5	3	3	3	3	3	4	3	5	3	43
	49	Responden 49	4	4	4	3	3	3	3	3	2	2	4	2	37
XI AK 2	50	Responden 50	2	5	4	3	5	4	5	2	5	5	5	4	49
	51	Responden 51	4	4	3	4	4	4	4	2	5	4	4	3	45
	52	Responden 52	3	5	5	4	4	3	3	2	3	3	4	3	42
	53	Responden 53	5	5	4	2	5	4	3	3	5	5	5	5	51
	54	Responden 54	4	5	5	3	3	3	4	3	5	4	5	2	46
	55	Responden 55	4	4	5	3	4	4	3	2	5	3	5	4	46
	56	Responden 56	4	4	4	3	3	4	3	3	3	3	3	4	41
	57	Responden 57	4	5	4	4	4	3	4	3	5	4	5	3	48
	58	Responden 58	4	5	4	3	4	3	3	2	4	4	3	4	43
	59	Responden 59	3	5	4	3	4	3	3	2	2	5	4	5	43
	60	Responden 60	4	5	4	3	4	4	4	3	4	3	5	4	47
	61	Responden 61	4	5	3	4	4	4	3	3	4	4	4	4	46
	62	Responden 62	4	4	5	3	3	4	3	3	4	5	5	5	48
	63	Responden 63	2	5	5	2	4	5	2	2	4	3	5	5	44

	64	Responden 64	3	3	4	3	3	4	4	2	4	4	5	5	44
	65	Responden 65	4	4	4	4	4	4	4	3	3	3	3	3	43
	66	Responden 66	3	5	4	4	3	3	3	5	4	3	4	3	44
	67	Responden 67	3	5	5	4	4	3	3	2	4	5	4	5	47
	68	Responden 68	4	5	4	3	4	4	4	3	4	3	5	4	47
	69	Responden 69	3	4	4	3	4	2	4	2	1	1	5	3	36
	70	Responden 70	4	5	3	4	4	4	4	2	5	2	5	4	46
TOTAL			250	333	287	226	280	269	257	182	286	265	309	292	3236

C. FAMILY ENVIRONMENT

KELAS	NO	NAMA	PERNYATAAN							Total
			5	17	20	25	27	31	33	
XAK 1	1	Responden 1	5	5	4	5	5	5	5	34
	2	Responden 2	5	3	2	5	3	1	5	24
	3	Responden 3	5	5	4	5	5	2	5	31
	4	Responden 4	5	3	4	5	5	5	5	32
	5	Responden 5	3	3	1	5	4	1	5	22
	6	Responden 6	5	4	4	5	5	4	4	31
	7	Responden 7	5	2	4	5	3	4	3	26
	8	Responden 8	5	3	4	5	3	2	5	27
	9	Responden 9	3	3	3	4	3	3	4	23
	10	Responden 10	5	3	4	5	5	4	5	31

	11	Responden 11	4	4	3	5	3	2	2	23
	12	Responden 12	3	3	4	5	2	3	5	25
	13	Responden 13	5	4	3	5	5	3	5	30
	14	Responden 14	4	3	5	5	5	4	5	31
	15	Responden 15	5	5	2	5	5	4	5	31
	16	Responden 16	4	3	4	5	4	5	5	30
X AK 2	17	Responden 17	5	3	5	5	5	3	5	31
	18	Responden 18	4	3	4	5	4	4	4	28
	19	Responden 19	3	2	3	4	3	3	3	21
	20	Responden 20	4	4	3	5	4	3	5	28
	21	Responden 21	4	4	4	5	4	4	4	29
	22	Responden 22	3	4	2	5	4	4	5	27
	23	Responden 23	4	4	5	5	4	4	4	30
	24	Responden 24	4	3	4	5	4	5	3	28
	25	Responden 25	5	3	1	5	4	2	3	23
	26	Responden 26	5	4	4	5	2	5	2	27
	27	Responden 27	4	4	2	4	3	2	4	23
	28	Responden 28	5	4	4	5	5	5	4	32
	29	Responden 29	5	2	4	5	5	5	3	29
	30	Responden 30	5	4	5	5	4	1	5	29
	31	Responden 31	4	3	1	2	4	2	3	19
XI AK 1	32	Responden 32	4	5	2	4	5	2	5	27
	33	Responden 33	4	3	2	4	4	4	4	25
	34	Responden 34	5	4	4	4	5	4	2	28

	35	Responden 35	3	3	1	4	5	1	3	20
	36	Responden 36	5	3	3	5	5	5	5	31
	37	Responden 37	4	3	1	3	2	3	5	21
	38	Responden 38	3	5	4	4	3	4	3	26
	39	Responden 39	3	4	2	4	4	2	5	24
	40	Responden 40	5	4	5	5	4	3	4	30
	41	Responden 41	4	2	3	4	4	2	4	23
	42	Responden 42	3	3	3	3	4	2	2	20
	43	Responden 43	5	4	2	5	5	3	5	29
	44	Responden 44	4	4	5	4	3	5	2	27
	45	Responden 45	3	3	2	5	4	5	4	26
	46	Responden 46	4	5	3	5	3	5	5	30
	47	Responden 47	5	4	5	1	5	5	5	30
	48	Responden 48	4	3	3	5	3	3	3	24
	49	Responden 49	4	4	4	4	3	3	4	26
	50	Responden 50	3	3	1	3	3	3	4	20
XI AK 2	51	Responden 51	4	2	1	4	5	1	4	21
	52	Responden 52	5	4	4	4	4	3	3	27
	53	Responden 53	4	4	4	5	5	3	5	30
	54	Responden 54	4	4	5	5	5	4	5	32
	55	Responden 55	4	4	5	5	4	5	4	31
	56	Responden 56	4	4	2	5	4	4	4	27
	57	Responden 57	5	5	4	5	5	5	5	34
	58	Responden 58	3	3	4	5	3	4	5	27

	59	Responden 59	5	3	2	5	3	4	4	26
	60	Responden 60	4	4	4	5	5	4	5	31
	61	Responden 61	4	3	1	4	3	4	3	22
	62	Responden 62	4	4	2	3	3	4	5	25
	63	Responden 63	4	2	3	5	4	4	3	25
	64	Responden 64	4	3	3	5	4	3	4	26
	65	Responden 65	4	4	3	3	4	3	4	25
	66	Responden 66	4	3	5	5	5	3	3	28
	67	Responden 67	5	4	3	5	4	3	3	27
	68	Responden 68	4	4	4	5	5	4	5	31
	69	Responden 69	2	3	3	2	3	3	4	20
	70	Responden 70	5	3	5	5	5	4	3	30
TOTAL			292	246	228	315	281	240	285	1887

D. CREATIVITY

KELAS	NO	NAMA	PERNYATAAN							Total
			9	16	18	23	24	29	35	
XAK 1	1	Responden 1	5	3	4	4	3	2	5	26
	2	Responden 2	4	4	3	3	1	1	5	21
	3	Responden 3	2	2	3	3	4	3	4	21
	4	Responden 4	5	4	4	2	1	2	2	20
	5	Responden 5	3	4	4	1	1	3	4	20

	6	Responden 6	5	4	4	5	1	1	3	23
	7	Responden 7	5	4	4	4	2	2	3	24
	8	Responden 8	5	4	5	3	1	1	4	23
	9	Responden 9	4	3	3	3	4	1	3	21
	10	Responden 10	4	5	3	4	1	1	4	22
	11	Responden 11	5	4	3	5	2	1	3	23
	12	Responden 12	5	4	4	5	5	5	5	33
	13	Responden 13	5	3	3	2	2	2	3	20
	14	Responden 14	3	4	5	3	3	1	2	21
	15	Responden 15	5	2	3	4	1	1	5	21
	16	Responden 16	4	4	4	3	1	4	5	25
	17	Responden 17	4	2	3	3	3	2	4	21
X AK 2	18	Responden 18	4	3	3	3	3	1	3	20
	19	Responden 19	3	3	3	3	3	2	3	20
	20	Responden 20	4	4	4	3	1	1	3	20
	21	Responden 21	4	3	3	4	3	2	3	22
	22	Responden 22	4	3	4	3	2	4	3	23
	23	Responden 23	5	2	5	5	3	4	5	29
	24	Responden 24	5	3	3	4	3	2	4	24
	25	Responden 25	5	5	5	3	1	2	3	24
	26	Responden 26	5	3	5	4	4	3	4	28
	27	Responden 27	4	4	3	4	4	1	2	22
	28	Responden 28	4	2	4	3	2	1	5	21
	29	Responden 29	5	3	3	4	3	1	3	22

	30	Responden 30	5	3	4	3	2	4	5	26
	31	Responden 31	5	4	5	4	1	1	2	22
XI AK 1	32	Responden 32	5	4	4	1	2	1	4	21
	33	Responden 33	3	3	5	2	2	1	5	21
	34	Responden 34	3	3	5	5	1	1	3	21
	35	Responden 35	4	2	3	4	3	5	3	24
	36	Responden 36	3	4	4	3	3	1	3	21
	37	Responden 37	5	4	3	4	2	1	3	22
	38	Responden 38	4	3	4	3	3	1	2	20
	39	Responden 39	3	5	4	4	5	2	2	25
	40	Responden 40	3	4	3	3	3	3	5	24
	41	Responden 41	4	3	3	3	4	5	4	26
	42	Responden 42	3	2	5	4	2	2	3	21
	43	Responden 43	5	3	4	2	1	1	4	20
	44	Responden 44	3	2	3	4	2	4	3	21
	45	Responden 45	4	4	2	3	2	3	3	21
	46	Responden 46	3	5	4	3	1	3	5	24
	47	Responden 47	4	4	4	2	2	5	3	24
	48	Responden 48	4	3	3	3	3	3	3	22
	49	Responden 49	3	3	5	4	2	2	3	22
	50	Responden 50	5	3	4	5	1	3	4	25
XI AK 2	51	Responden 51	4	5	3	3	3	1	4	23
	52	Responden 52	4	4	4	3	3	4	3	25
	53	Responden 53	3	4	4	3	2	1	3	20

	54	Responden 54	4	4	3	3	4	2	5	25
	55	Responden 55	3	3	5	2	2	2	4	21
	56	Responden 56	3	4	5	4	1	1	3	21
	57	Responden 57	4	4	3	4	1	2	5	23
	58	Responden 58	3	3	3	3	5	2	5	24
	59	Responden 59	4	2	4	5	3	3	4	25
	60	Responden 60	3	4	4	2	2	2	3	20
	61	Responden 61	4	3	4	4	3	3	4	25
	62	Responden 62	4	4	3	4	2	4	3	24
	63	Responden 63	3	3	5	3	2	1	5	22
	64	Responden 64	2	4	5	2	4	2	4	23
	65	Responden 65	4	4	3	3	3	2	3	22
	66	Responden 66	3	4	3	4	4	2	4	24
	67	Responden 67	4	5	4	3	2	1	4	23
	68	Responden 68	3	4	4	2	2	2	3	20
	69	Responden 69	4	4	3	4	1	1	5	22
	70	Responden 70	5	4	4	4	1	1	3	22
TOTAL			277	245	264	234	165	148	254	1587

Appendix 6. Classic Assumption Test

A. LINEARITY TEST

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Kemandirian	Between Groups	(Combined)	633.727	20	31.686	2.083	.019
		Linearity	301.248	1	301.248	19.807	.000
		Deviation from Linearity	332.480	19	17.499	1.151	.336
	Within Groups		745.258	49	15.209		
	Total		1378.986	69			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Lingkungan Keluarga	Between Groups	(Combined)	706.488	16	44.156	3.480	.000
		Linearity	389.872	1	389.872	30.726	.000
		Deviation from Linearity	316.617	15	21.108	1.664	.088
	Within Groups		672.497	53	12.689		
	Total		1378.986	69			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Kreativitas	Between Groups	(Combined)	22.239	9	2.471	.109	.999
		Linearity	3.971	1	3.971	.176	.677
		Deviation from Linearity	18.267	8	2.283	.101	.999
	Within Groups		1356.747	60	22.612		
	Total		1378.986	69			

B. MULTICOLLINEARITY TEST

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	7.860	5.793		1.357	.179		
Kemandirian	.300	.108	.309	2.777	.007	.777	1.286
Lingkungan Keluarga	.473	.123	.414	3.833	.000	.827	1.209
Kreativitas	.001	.193	.001	.005	.907	.907	1.102

a. Dependent Variable: Minat Berwirausaha

Appendix 7. Hypothesis Test Results

A. MULTIPLE REGRESSION TEST RESULTS

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Kreativitas, Lingkungan Keluarga, Kemandirian ^b	.	Enter

a. Dependent Variable: Minat Berwirausaha

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.604 ^a	.364	.335	3.64422

a. Predictors: (Constant), Kreativitas, Lingkungan Keluarga, Kemandirian

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	502.483	3	167.494	12.612	.000 ^b
Residual	876.503	66	13.280		
Total	1378.986	69			

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Kreativitas, Lingkungan Keluarga, Kemandirian

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	7.860	5.793		1.357	.179		
Kemandirian	.300	.108	.309	2.777	.007	.777	1.286
Lingkungan Keluarga	.473	.123	.414	3.833	.000	.827	1.209
Kreativitas	.001	.193	.001	.005	.996	.907	1.102

a. Dependent Variable: Minat Berwirausaha

Appendix 8. Research Permission Letters



YAYASAN PENGEMBANGAN PENDIDIKAN TUJUH BELAS YOGYAKARTA
SEKOLAH MENENGAH KEJURUAN (SMK) 17 MAGELANG
(KELOMPOK BISNIS DAN MANAJEMEN)
TERAKREDITASI A
Jalan Elo Jetis no.17 A Telp. (0293) 365038 Magelang 56114

SURAT KETERANGAN
No : 044 / 103.30 / SMK17 /IV/ 19

Yang bertanda tangan di bawah ini :

N a m a : Agung Nugroho, S.E

J a b a t a n : Kepala Sekolah

Dengan ini menerangkan bahwa :

N a m a : Agnes Widyaningrum Sudrajat

NIM : 15803241011

Program Studi : Pendidikan Akuntansi S-1

Universitas : Universitas Negeri Yogyakarta

Telah mengadakan ijin penelitian di SMK 17 Magelang dari tanggal 29-30 April 2019 dengan materi Judul tugas **"PENGARUH KEMANDIRIAN, LINGKUNGAN KELUARGA, DAN KREATIVITAS TERHADAP MINAT BERWIRSAUSAHA SISWA SMK 17 MAGELANG TAHUN AJARAN 2018/2019"**.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagai mana mestinya.



Magelang, 29 April 2019

Kepala Sekolah

Agung Nugroho, S.E